

Shepherd College
State Normal School

1909





JUNIOR CLASS

Shepherd College State Normal School

FALL TERM OPENS SEPTEMBER 14th

FACULTY FOR 1909-'10

THOS. C. MILLER, A. M., Principal,
Fairmont Normal School; Adrian College,
Professional Subjects

WALTER M. DUKE, First Assistant,
Graduate Shepherd College State Normal School; A. B., West
Virginia University,
Modern Languages, Mathematics

TO BE CHOSEN
Chemistry, Physics and Agriculture

MABEL HENSHAW-GARDINER
M. P. L., New Windsor College; Student West Virginia
University,
History, Economics, Physiology

LYNNE WADDELL
A. B., West Virginia University,
English

ELLA MAY TURNER
Graduate Shepherd College State Normal School; A. B., West
Virginia University,
Science, Preparatory Mathematics

LOUISE J. SMITH
A. B., George Washington University
Ancient Languages

FRIEDA BEINHART
A. B., University of Cincinnati,
Training Teacher and in charge of Model School

ELEANOR BLANCHE BARNES
Graduate West Virginia School of Music
Music

ROBERT P. MCGARRY
Graduate Shepherd College State Normal School; Graduate
King's School of Oratory,
Expression, Drawing and Special Assistant

REV. CHARLES GHISELIN, D. D.,
Young Men's Bible Class

IN MEMORIAM



JOHN GOTTLIEB KNUTTI

AN APPRECIATION

To achieve some great success, such as guiding the movements of a conquering army, unlocking a secret of science or producing a great work of art or literature, is a worthy ambition. To live a pure, noble, useful life, is after all, the very greatest achievement possible. This achievement stands to the credit of John G. Knutti whose recent death is mourned by all who knew him.

The subject of this brief sketch was born in Niedfluh, Switzerland, November 24, 1871. When he was but eight years of age his family came to America and settled with a colony of Swiss people at Alpena, Randolph county, West Virginia.

His family, observing his aptness in acquiring knowledge, aided him in every way possible. At an early age he completed the course in the academy at St. George, Tucker county. This was followed by a few years of successful work as teacher in the schools of Tucker and Randolph counties. His next educational step was a course in the West Virginia University. In 1897 he was graduated with honor, receiving the degree of bachelor of arts. Later he received a master's degree from Leland Stanford Jr. University. At the time of his death he was looking forward to working for a doctor's degree from some University of note in the near future.

In 1902 Mr. Knutti was appointed teacher of modern languages in Shepherd College. The following year he became principal and has nobly filled the position ever since. His entire administration was noted for his loyalty to the school and school interests. The very last public speaking he ever did was in defense of the Normal Schools against an attack on them at the Educational Conference at Morgantown by several school men. This occurred but a few days before he was stricken by his fatal illness. No doubt he was already suffering, but he pleaded the cause of his school with a voice that compelled a hearing.

In 1899 Mr. Knutti married Miss Eleanor Eddy, of Monongalia county, who with her two sons, Ralph and Frank, survive him, and to whom the sincere sympathy of a multitude of friends has been extended.

LYNNE WADDELL

Thirty-seventh Annual Catalogue

—OF—

Shepherd College State Normal School

Shepherdstown, Jefferson County, West Virginia

For the Year Ending, June 15, 1909

Announcements for 1909--10

SHEPHERDSTOWN:
THE INDEPENDENT PRINTING OFFICE
1909

Commencement Programme

1909

Wednesday Evening, June 9—Recital Department of Elocution.

Thursday Evening, June 10—Recital Department of Music.

Friday Evening, June 11—Annual Address before the Literary Societies by Maxwell Adams, A. M., Ph. D., University of Nevada.

Saturday Morning, June 12—Field Day Exercises.

Saturday Evening, June 12—Annual Inter-Society Contest.

Sunday Evening, June 13—Annual Sermon to the Graduating Class by Rev. D. H. Scanlon, Ph. D., Montreat, N. C.

Monday Morning, June 14—Competitive Drill, Shepherd College Cadets.

Monday Afternoon, June 14—Senior Class Day Exercises.

Monday Evening, June 14—Alumni Exercises and Banquet.

Tuesday Morning, June 15—Graduating Exercises.

CALENDAR—1909-1910

FALL TERM, 1909—FOURTEEN WEEKS

Tuesday, September 14—Term Begins.

Thanksgiving Recess, November 25 to November 29.

Wednesday, December 22—Term Ends.

WINTER TERM, 1910—ELEVEN WEEKS

Tuesday, January 4—Term Begins.

Wednesday, March 23—Term Ends.

SPRING TERM, 1910—ELEVEN WEEKS

Tuesday, March 29—Term Begins.

———, June—Commencement.

School Officials

STATE BOARD OF REGENTS

HON. MORRIS P. SHAWKEY,.....Charleston, W. Va.
State Superintendent of Schools and President of the Board.

HON. MYRON C. LOUGH, Secretary,.....Fairmont, W. Va.

HON. ELLIOTT C. NORTHCOTT, Treasurer, Huntington, W. Va.

HON. STUART H. BOWMAN.....Huntington, W. Va.

HON. ROBERT S. CARR,.....Charleston, W. Va.

HON. H. P. MCGREGOR,Wheeling, W. Va.

HON. FIELDING C. COOK,Welch, W. Va.

LOCAL EXECUTIVE COMMITTEE

J. S. FLEMING, ESQ., Chairman.

HON. GEORGE M. BELTZHOVER, Secretary and Treasurer.

HON. H. L. SNYDER.

COLLEGE TRUSTEES

HON. GEORGE M. BELTZHOVER,
Secretary and Treasurer.

W. N. LEMEN, ESQ.

C. J. MILLER, ESQ.

Janitor, - - - - James Washington

Faculty For 1908-9

JOHN G. KNUTTI, Principal,
A. B., West Virginia University; A. M., Leland Stanford Junior
University,

Pedagogics, (Professional Work)

JOHN DEMENT MULDOON, First Assistant,
Graduate West Liberty State Normal School; A. B., West Vir-
ginia University,

Mathematics, Chemistry, Physics

MABEL HENSHAW-GARDINER
M. P. L., New Windsor College; Student West Virginia
University,

History, Economics, Physiology

LYNNE WADDELL
A. B., West Virginia University,
English

WALTER M. DUKE
Graduate Shepherd College State Normal School; A. B., West
Virginia University,
Modern Languages, Drawing

ELLA MAY TURNER
Graduate Shepherd College State Normal School; A. B., West
Virginia University,
Science, Preparatory Mathematics

LOUISE J. SMITH
A. B., George Washington University,
Ancient Languages

ELEANOR BLANCHE BARNES
Graduate West Virginia University School of Music,
Music

ROBERT P. MCGARRY
Graduate Shepherd College State Normal School; Graduate
King's School of Oratory
Expression and Special Assistant

REV. CHARLES GHISELIN, D. D.,
Young Men's Bible Class

Shepherd College State Normal School

HISTORY

SHEPHERD COLLEGE dates its founding as a State Normal School to an Act of the Legislature of West Virginia, passed February 27, 1872; but it had its incipency in a classical and scientific school styled "Shepherd College," certificate of incorporation of which is on record at Charleston, January 12, 1872. As an inducement to secure a Normal School here, the trustees of this private school offered its building to the State free of charge for use as a State Normal School, which offer was promptly accepted, and work under State control began here in September, 1873.

LOCATION

The location of the school is almost ideal. Situated in the charming old town of Shepherdstown, nestled on the cliffy crags of the beautiful and historic Potomac which sweeps in graceful curves across the Shenandoah Valley at this point, remarkably free from all insidious fevers and diseases, with a wholesome social and moral atmosphere, an educated and cultured community, comparatively easy of access, it offers unsurpassed attractions and advantages to the earnest student.

The school is located on scenic and historic ground. To the east loom up the fine wooded sides of the Blue Ridge, and to the west those of the North Mountain. The Potomac river flows past the town and affords fine boating and fishing, while on its farther bank is the old historic Chesapeake and Ohio Canal which, with its canal boats drawn by mules, forms even in this day of railroads an important means of transportation. To the south and north spreads out the broad, beautiful and historic valley of Virginia. Three miles to the north is Sharpsburg and the battlefield of Antietam with its fine monuments and National Cemetery, while some seventy miles to the south is the famous Luray Cavern. The same distance to the east is Washington, the nation's capital. All of these things cannot fail to leave their permanent impress on the mind of the observant student.

HOW TO REACH SHEPHERDSTOWN

Shepherdstown is on the Norfolk and Western Railroad, which connects with the main line of the Baltimore and Ohio Railroad at Shenandoah Junction, six miles to the south; or with the Western Maryland Railroad at Hagerstown, Md., eighteen miles to the north. Students who live on or near the Baltimore and Ohio lines will come via that road to Shenandoah Junction, from which point they may come via the N. & W. to Shepherdstown. The connections between these roads are at times so poor that many who come by that route find it much more convenient to drive from Shenandoah Junction to Shepherdstown, being a comparatively inexpensive drive over six miles of the Shenandoah Valley. Conveyances may be secured at Shenandoah Junction or ordered from Shepherdstown in advance. Those who live on or near the Western Maryland lines will purchase tickets to Hagerstown, at which point they take the N. & W. train for Shepherdstown, the connections at this point being most excellent at this time, students being able to reach Shepherdstown before night of the same day of starting from points as far distant as Elkins. This is decidedly the best route for all to whom it is accessible. Students from Hardy and Pendleton counties and neighboring districts would perhaps find it to their advantage to make for a point on the Baltimore and Ohio Southern, thence to Charles Town; and thence to Shepherdstown over the Norfolk and Western. As will appear from the above, Shepherdstown is not an inaccessible place as is sometimes supposed by those who live in the Trans-Alleghany portion of the State. It can be reached in a single day from all railroad points in a large majority of all the counties of West Virginia.

THE FACULTY

The Faculty, as appears elsewhere in this catalogue, is composed of the Principal and nine assistants. The teachers are elected annually by the Board of State Normal School Regents, and are usually men and women of liberal education, good character, high ideals, and successful teaching experience. Nearly all the members of this faculty are graduates of colleges or universities and the teaching experience of each amounts to many years. The work of the school is divided into departments, and each teacher is assigned the department of the work for which



PICKET STAFF



CADET OFFICERS

he has had special training. In this way the teacher becomes a specialist in his line of work, and the instruction given is of a much higher order than is the case where the instructor is compelled to teach a number of unrelated subjects.

THE STUDENTS

Good teachers cannot alone make a good school. Good students are nearly as essential to a school's success as is a good faculty. A hearty co-operation, mutual sympathy, and mutually earnest work, of faculty and students, condition the success of any school. This condition happily prevails in Shepherd College Normal. Our young men and young women are the choicest of the young element of this region of country. They are singularly free from vice, corrupting habits and coarseness; and are studious, obedient and charitable. These qualities assure for them the high regard of the teachers, and mutual respect is the inevitable result. This adds greatly to the quality and effectiveness of the work of the school.

CONDITIONS OF ADMISSION

An age, an educational and a moral qualification are required for admission to this school. Boys must be not under fourteen years of age, and girls not under thirteen. A fair knowledge of the common school branches is a pre-requisite to entrance. High school, graded or country school diplomas and teachers' certificates are always accepted as evidence of sufficient scholarship for entrance upon our work, though the school by no means waives the right to assign students armed with even these good evidences of scholarship such of the preparatory work as they would seem, in the judgment of the Principal, to be deficient in. The amount of credit given by this school for work done elsewhere is, therefore, not absolutely determined; but a liberal policy has been pursued in all cases where assurance was had that such work was done in a creditable manner and that the student would not be handicapped by the lack of an adequate amount of fundamental preparation. It must be distinctly understood that students will not be permitted to pursue advanced work unless they have first fully satisfied the entrance and preparatory requirements upon which the advanced work is based. Only students of good character will be admitted.

When the above requisites are possessed, the applicant may,

with the permission of the Principal, be enrolled as a student in the school.

TUITION

Tuition is free to all West Virginia students.* This applies to both the Academic and Normal departments, but does not apply to the departments of Music and Elocution, in which reasonable tuition charges are made.† Students from outside the state, and others not entitled to receive instruction in this school by reason of their age or otherwise, will be required to pay tuition at the rate of six dollars per term of twelve to fourteen weeks, except that students of the model school will be charged tuition at the rate of one dollar a month.

DISCIPLINE

Students who will not cheerfully conform to the principles of propriety and right conduct will not be permitted to continue here. As long as the student does right, he will stumble against no rule; but when he fails to do that, he can expect to have his sphere of action circumscribed by rule and regulation of the character that his case will seem to require. It is our object to have such order and discipline as will conduce to the best work of the school and of each individual student in it. The students are taught to be largely self-governing and are made to feel responsible, each for his own conduct and in a measure also for the conduct of his fellows. In this way is engendered in the heart and mind of the student both a feeling of personal responsibility for his own conduct, and a lively interest in the conduct of others and in the general welfare of the school.

SCOPE AND PURPOSE

Recent legislation in our State has made it possible for the Normal Schools to become more specifically teacher training institutions. The Normal Diploma now receives recognition under the law as the equivalent of a number one teachers' certificate. This fact establishes for these schools a definite aim and scope and makes them chiefly and characteristically *Normal Schools*. The training of teachers for their profession is, therefore, our

*All students are required to pay an incidental fee of two dollars per term. All fees and tuitions are payable in advance.

†For the amount of tuition, see the matter descriptive of these departments on subsequent pages of this catalogue.

chief business. That does not imply, however, that the academic features and courses have thereby lost in importance; for, at the present stage of development, academic must go hand-in-hand with professional training in these schools. For that reason, excellent academic courses are offered in addition to the professional, as may be seen by examining the courses of study on subsequent pages of this catalogue. The completion of any one of these courses ensures the graduate ample "credits" for entrance, without examination, to the State and other universities. Indeed, our graduates usually get "advanced standing" in all the colleges and universities to which they go, which fact enables many to graduate in three instead of four years from these institutions of higher learning. Not least among our aims is always and ever the training for intelligent citizenship—social efficiency. It is a well-known fact that many of the most useful citizens of this State have laid the foundation for their successful careers in our State Normal Schools.

VALUE OF DIPLOMAS

Any diploma of the State Normal Schools is accepted by our State University as entitling the student to enter the Freshman class without examination, additional advanced standing being often accorded students in the subjects satisfactorily completed here. Other colleges and universities also recognize our work, and our graduates usually maintain a high and honorable standing in the higher institutions of learning to which they go. Our best graduates finish the bachelor's work in the State University in three years.

The Normal Diploma granted by the West Virginia State Normal Schools has received recognition by seventeen States of the Union, entitling the holder to a teachers' certificate without examination. By an Act of the last Legislature, our own State now makes our Normal Diploma equivalent to a number one teachers' certificate, good to teach in any school under State control without examination. This will have the effect of making these schools more useful than ever before to the State, and it will tend to put school teaching gradually on a professional basis. The Normal Schools are fully alive to this great opportunity and responsibility, and shall strive to give a good account to the State of their stewardship.

Good teachers are in unusual demand at this time, and this demand is constantly growing. The Principal of this school has had more calls to good positions for Normal graduates than he was able to respond to during the past few years. The superintendents and principals of our towns and cities are coming to value the Normal graduate at his true worth, and the boards of education of our district schools show that they appreciate the difference between the trained and the untrained teacher. *Normal School graduates are in demand, and will be more and more in demand.*

EQUIPMENT

BUILDINGS

The school has now three large and commodious buildings in which to carry on its work. The oldest of the three is the original Shepherd College. This was transferred by perpetual lease to the Board of Trustees of Shepherd College by Shepherd Brooks, Esq., of Boston. This Board, which is a self-perpetuating body, put the building at the State's disposal for normal school purposes at the school's first founding; and it was the sole home of the school continuously 'till 1897, when the school occupied a new building erected just north of the College, which was destroyed by fire in the spring of 1901. The "College" is now used as a music hall and is also headquarters for the Young Men's and Young Women's Christian Associations. It contains six commodious rooms.

Adjoining the above is Shepherd College Hall, which was erected in 1889 by the citizens of Shepherdstown and was put at the disposal of the school. It was used until recently for commencement exercises, lectures, receptions, etc., and was the place for holding chapel services. It is now headquarters for the model school and also serves for cadet drills, etc. It has a seating capacity of about four hundred.

The new Shepherd College building was completed and first occupied in the spring of 1904. The cut of this structure, which appears elsewhere in this catalogue, shows its magnificent proportions and architectural beauty. It is thoroughly modern and well appointed. The basement contains a large gymnasium, lavatories, toilet rooms, and several rooms adapted to laboratory uses. The first floor contains the principal's office,

general office, study hall, library, cloak rooms, and six commodious class rooms. On the second floor are found a fine auditorium, with a seating capacity of about seven hundred, two literary society halls, three class rooms, cloak rooms, etc. This building, as also the others, is heated by hot water. The boiler-house is a short distance from the main structure. Water for lavatory and other uses is pumped from a cistern to all parts of the building. Water for drinking purposes is supplied from a good well. The building is lighted by electricity. The grounds have been beautified by the planting of trees, shrubbery and flowers.

LABORATORIES

The science work of this school has been greatly reinforced in recent years by steady additions to the laboratories. Of these, the physical and chemical are best equipped. These are now among the best laboratories of their class in the State, and our students have unusual facilities for carrying on experimental work along these lines. Good beginnings have also been made in geological, zoological, botanical and agricultural laboratories, and considerable work in practical experimentation is done in connection with the teaching of these subjects. Through the great courtesy of the Crucible Steel Company of America, a splendid collection of iron ores and iron and steel specimens was added last year to our laboratories.

Aside from the regular laboratory equipment above referred to, every department in the school possesses many of the most modern accessories for the more effective prosecution of its work.

THE LIBRARY

The library occupies a handsome and exceptionally well-lighted room adjoining the study hall. It is open from 8 A. M. until 4:30 P. M., and students have access to all books on its shelves. Books may be taken out and kept not exceeding two weeks. It contains over 3,000 well-selected bound volumes and several hundred pamphlets, periodicals and magazines. The library is used also as a reading room, and on the tables and racks may be found over three score of the best current magazines, periodicals and newspapers. This equipment is being very rapidly added to, important additions being made to it each year.

RELIGIOUS INFLUENCES

It is not to be supposed because this is a State school and in no way connected with any religious denomination or sect, that it encourages any the less character-building and religious living. On the contrary, it is often found that the moral and religious atmosphere that pervades State schools such as this is in every way as wholesome and as conducive to upright Christian living as that of schools which are under the domination of some religious sect.

THE CHURCHES

Students are expected to attend at least one service each Sunday in the church of their choice. Shepherdstown has most excellent advantages in this regard, there being no less than seven churches having regular services, presided over by a clergy of unusual ability for so small a town. Students are welcomed to their services by both pastors and congregations and find here a pleasant church home. Many of the students are active workers in the Sunday schools and churches, as are also members of the faculty, most of whom are active church members.

CHAPEL SERVICES

Each day the faculty and students of the school assemble in the auditorium for religious worship. This consists of singing, prayer and the reading of the Bible. This is also a convenient time for making announcements. These services are periodically conducted by the pastors of the churches of the town, to whom a word of thanks is herewith extended for their helpful interest in this work.

EXPENSES

Few schools of similar grade in this State or elsewhere can offer students as reasonable an expense account as can Shepherd College Normal. No tuition is charged students from this State pursuing any of the regular courses of studies. No fees are exacted except an incidental fee of \$2.00 per term. This is payable in advance. Subjoined is a table which exhibits a careful estimate of a student's minimum and maximum necessary expenses for a year of forty weeks:

Board, nine months, at \$10 to \$13 per month,	\$90.00	to	\$117.00
Books and Stationery...	8.00	"	15.00
Laundry	6.00	"	9.00
Incidental Fees	6.00	"	6.00
	<hr/>		<hr/>
	\$110.00		\$147.00

To this should be added traveling and incidental expenses, which will vary with the distance traveled in coming to the school, and with the personal habits and inclinations of the student.

BOARDING

We have no dormitories here. Students board with private families or may organize students' boarding clubs. At present there are no such clubs, but many of the best homes in the town accommodate student roomers and boarders, and students seem so well satisfied with their treatment there that no suggestion has been made to start a club.

The Faculty has jurisdiction over these boarding places, and persons who keep student boarders are required to enforce any regulations in reference to the conduct of students in their homes as it may from time to time find necessary to prescribe.

Different sexes are not allowed to board at the same place except by permission of the Principal.

Persons desiring to furnish boarding and rooms to students are expected to make the fact known to the Principal, and to submit rates for the same.

Students are given option between approved boarding places. In no case are they compelled to board or room at a place that proves distasteful to them. Their comfort and welfare are always the paramount considerations in assisting them to find suitable lodgment.

Students are assisted in finding suitable boarding places by the Principal and by the Y. M. C. A. and the Y. W. C. A. organizations in the school.

RECORD OF STUDENTS

SYSTEM OF GRADING

Students are graded on the following basis and scale: 100 is taken as the maximum, 0 as the minimum per cent. A certificate of completion is granted a student when he has attained an average of 75 per cent. on a branch. In this average, recitation

counts half and examinations half. In order to be recommended for a diploma of graduation, however, a student must have attained an average, on all the studies required in the course, of 80 per cent. A grade between 95 and 100 per cent. is considered very good, between 85 and 95 good, between 75 and 85 passing, under 75 failure. Students who do not make an average, on the majority of subjects pursued, of at least 75 per cent., are liable to be dropped from the rolls of the school, or required to pay tuition at the rate of \$2.00 per month.

REPORTS

At the close of each term a written report is sent the parent of every pupil in attendance here, showing the standing of the pupil in the work pursued, and also including his deportment grade. This latter is based upon the student's general conduct in and out of school, while under the teacher's observation. The regulations of the school are on such a broad and liberal basis that it is possible for the earnest, industrious and well-behaved student to make the maximum of 100 per cent. The conduct of students making 75 per cent. or under in deportment, during any one term, will be subject to special investigation by the Principal, and unless there is marked improvement during the following term the student is liable to suspension.

THE PERMANENT RECORD

In the Principal's office is kept a permanent record of every student enrolled. On this record are entered the grades, both study and deportment, of each student, which are sent out on the term reports to the parents, together with the record of any other work that may be from time to time required. A card record is also kept by the Principal and by each of the instructors, as well as also a class-book record. In this way the progress of each student is carefully noted, and advice and encouragement are given all who seem to need it. Careless and indolent students will not find a congenial atmosphere in this school.

CREDIT FOR WORK DONE ELSEWHERE

Credit will be given students for satisfactory work done in other Normal Schools of the State, and also for work completed in such high schools, academies, seminaries, etc., as will seem,



THE AGRICULTURE CLASSES

in the estimation of the Principal, to deserve accredited standing. Before receiving such credit, students must present a written statement from such schools, signed by the principal or superintendent, setting forth in detail the work satisfactorily completed there.

FREE SCHOLARSHIPS

THE WASHINGTON AND LEE UNIVERSITY SCHOLARSHIP

President Denny of the Washington and Lee University has put at the disposal of the Faculty one Annual Free Scholarship in the academic or engineering department of his school. This scholarship is to be awarded to a member of the senior class who has shown himself extra proficient in his studies, and entitles the holder to free tuition in either or both of these departments in the University.

THE TULANE UNIVERSITY SCHOLARSHIP

President Craighead of Tulane University has also put at the disposal of the Faculty one annual scholarship in his university. This is also to be awarded to a member of the senior class, and entitles the holder to free tuition in that school.

THE READING ROOM

In connection with the library, a reading room is maintained by the school which is supplied with much current literature. This reading room is open every school day from the opening of school 'till half-past four o'clock in the evening. This room is also kept open on Saturdays.

The following periodicals are on the reading table:

QUARTERLY

The Forum

MONTHLY

American Education

The Arena

The Atlantic Monthly

The Bookman

The Century Magazine

Current Literature

The Educational Review

The Educator

The Ladies Home Journal

McClure's Magazine

The Musical Courier

The North American Review

The Normal Instructor

Everybody's Magazine

School Science and Mathematics

Review of Reviews

Suburban Life
Educational Foundations

Scribner's World Today
The West Va. School Journal
The World's Work

WEEKLY

*The Advocate of Peace
*The American Economist
*The Farmers' Advocate
*The Independent, Shepherdstown
*The News, Morgan County
*The Hampshire Review
The Independent, New York
The Literary Digest
*The Morgan Messenger
The Outlook
*The Grant County Press
*The Clarke County Courier

*The Tygart's Valley News
The New York School Journal
*The Post, Berkeley Springs
The Pathfinder
The Scientific American
*The Shepherdstown Register
The Survey
*The Virginia Free Press
*The Weekly Examiner
The Youth's Companion
*The Elkins Inter Mountain
*The Spirit of Jefferson

DAILY

Washington Post

Wheeling Intelligencer

The exchange list of THE PICKET, the school paper, numbering about fifty sprightly, newsy school papers, may also be found on the reading tables.

LITERARY SOCIETIES

There are two flourishing literary societies in the school—the Ciceronian and the Parthenian. They are volunteer organizations, and hold meetings every Friday afternoon during the school year. They are, of course, presided over by students of the school, which affords all a most excellent opportunity of acquainting themselves with parliamentary usage and custom. Primarily, they are for the purpose of developing and nurturing, in the most practical way, a taste for, and the ability to do, literary work of merit. This they are accomplishing in a very satisfactory manner, as is attested by the success of our students and graduates in literary contests. The annual Inter Society Contest is doing much to stimulate the work of the societies.

For the first time, this year, a contest in debate, oration and declamation was held between this school and Eastern Col-

*The papers marked by a star are sent to the school complimentary by their publishers, whose public-spiritedness and liberality is highly appreciated by faculty and students alike, and to whom our hearty thanks are herewith expressed.

lege, Va. It is expected to make this a regular feature hereafter.

Following are the names of the contestants for this year's literary society contest, held on the evening of June 12:

Ciceronian	Debaters	Parthenian
Negative, F. O. Woerner		Affirmative, O. D. Lambert
Orators		
Evard L. Magruder		Brison E. Kimble
Declaimers		
Rose Snyder		Agnes Reinhart

The question for debate was: Resolved, "That the United States should segregate Orientals into separate schools.

THE L'EXTEMPO SOCIETY

Under the above name, a number of the most earnest young men organized themselves, last year, into an extemporaneous debating club which meets every Friday night in one of the literary society halls. Once each month public meetings are held to which all visitors are welcomed. Only members may attend and participate in the other meetings. All debates must, of course, be delivered extemporaneously. The advantage of this training is already apparent to the watchful observer, and this society promises to soon take its place beside its older contemporaries.

SHEPHERD COLLEGE LECTURE AND ENTERTAINMENT COURSE

It has been the policy of the management of the school to arrange, each year, for a first class lecture and entertainment course. These courses have proved very helpful and enjoyable, and have added much to the social and intellectual life of the school and the community, whose patronage has made them possible. Special rates for the season's course are given to students of this school, and nearly all take advantage of the fine opportunity thus offered of hearing first-class platform talent. Following is a list of the entertainments given during the year 1908-09:

- Broomell-Reed Company, September 28.
- Frederick Warde, December 19.
- Lyceum Grand Concert Co., January 16.
- DeWitt Miller, February 20.
- Fred Emerson Brooks, March 5.

LOCAL PRIZES

As incentives to do the best work in the various departments, friends of the school this year offered the following prizes:

1. A gold medal by Hon. H. L. Snyder, to the best all-'round student in the school.
2. A gold medal by First Assistant J. D. Muldoon, for loyalty to duty.
3. \$20.00 by Mrs. J. G. Knutti, to be distributed in prizes to the literary societies for the best debate, oration and declamation at the Inter-Society Contest.
4. A gold medal by J. G. Knutti, for the best-drilled cadet.
5. A gold medal by Miss Eleanor Blanche Barnes, for excellence in music.
6. A gold medal by Dr. Hugh N. Leavell of Louisville, Ky., for excellence in chemistry.
7. A silver loving cup by the literary societies for a mile relay race.
8. A silver loving cup by the Shepherd College Athletic Association for the best all-'round athlete.

CHRISTIAN ORGANIZATIONS

Y. W. C. A.

A branch of the Young Women's Christian Association has been established in this school since 1903. Since its first organization it has been steadily increasing in its membership and good influence in the school. While the religious life and moral culture are its chief aim, it also promotes the social side of school life. The Association has already done much to make the girls who come to school here for the first time "feel at home," and the example of these Christian girls, is, as a rule, worthy of emulation; so that their influence for good has already been felt in many directions, and the Association gives promise of increasing its usefulness in future. They now occupy as their home an attractive room, which they have themselves furnished, in the old building.

The officers for 1909-10 are as follows:

President—Ruth Byerly.	Secretary—Ruth Taylor.
Vice-President—Abbie Banks.	Treasurer—Louise Folk.
Reporter—Beulah Boyd	

Y. M. C. A.

The Young Men's Christian Association dates its beginning here to the winter of 1903-04. Much of what has been said of the Y. W. C. A. applies equally well to this organization. The influence of these young men, banded together for the purpose of mutual assistance in Christian living, has been no uncertain factor in the moral upbuilding of the school. They also own a room in the old building, which has been set apart for them and which has been suitably furnished.

Following are the names of their present officers:

President—F. O. Woerner.

Secretary—D. R. Dodd.

Vice-President—E. L. Magruder.

Treasurer—C. W. Crowell.

Reporter—W. P. Sperow.

RECEPTION OF NEW STUDENTS

For several days during the opening of school each term, committees from the Y. W. C. A. and Y. M. C. A. of the school go to all trains to receive new students and to accompany them to the school buildings and to their boarding places. Students need have no fears, therefore, that they will not receive immediate and courteous attention as soon as they arrive in Shepherds-town.

SOCIAL DIVERSIONS

Social diversions of a pleasing and cultural character are not lacking here. Receptions are given each year by the Faculty to the students, who, in turn, give receptions to the Faculty. The various organizations also receive at stated intervals. All of these functions are given under proper supervision and they do much toward bringing about that cordial and sympathetic relationship between Faculty and students that is so characteristic of this school.

SHEPHERD COLLEGE ORCHESTRA

Several members of the school in conjunction with citizens of the town form this musical organization. Much of the music for entertainments during the year and for Commencement is furnished by the orchestra. The school furnishes instruments and instruction free of charge, and in other ways encourages this worthy organization.

J. D. Muldoon, Director, Cornet	
A. C. Morgan, Jr., Violin	J. E. Barnhart, Clarinet
E. B. Spedden, Violin	Harris Heidwohl, 2nd Cornet
Ella Kelsey, 2nd Violin	N. McK. Wilson, Trombone
W. B. Miller, 2nd Violin	C. M. Sheetz, Drums, etc.
Ben. F. Hartzell, Bass Viol	Mrs. J. D. Billmyer, Piano

SHEPHERD COLLEGE AMATEUR ORCHESTRA

Last winter an all-school orchestra was organized by First Assistant Muldoon. This gives promise of becoming, like its parent organization, a very useful adjunct to the musical side of our school life. Its personnel follows:

J. D. Muldoon, Director, Violin	
Austin Herbert, 1st Violin	Herman Lambert, 2nd Violin
W. B. Miller, 1st Violin	B. A. Poland, 2nd Violin
C. J. Unseld, 1st Violin	E. D. McGarry, Cornet
S. D. Loy, Cornet	C. R. Gates, Cornet
B. S. Pendleton, Horn	W. D. Himes, Trombone
H. M. Banks, Flute	C. D. Billmyer, Flute
Dora Sperow, Piano	

ATHLETICS

The need of wholesome out-door exercise is everywhere felt, but nowhere more than in the schools. One of the secrets of successful study is, undoubtedly, the taking of a due amount of healthy exercise. In order to provide a place suitable for games such as baseball and tennis, the school has rented and graded grounds convenient to the school. An appropriation was this year secured from the Legislature for the purchase of additional grounds, which will form a very important and necessary adjunct to our otherwise excellent and almost complete equipment.

While we encourage and give due prominence to this phase of school life we by no means magnify nor exalt it, as, unfortunately, so many schools do, above the other greater essentials to the "harmonious development of all the human powers." Nor do we foster, nor even countenance, professional athletics, which seems to be the bane of so many modern-day schools. The Faculty passed a rule some time ago which confines athletics strictly to students regularly enrolled in the school; that is to say, no outsiders are allowed to play on any of our school teams. Our aim is to maintain athletics purely amateur and inter-school.

SHEPHERD COLLEGE ATHLETIC ASSOCIATION

In the spring of 1907, an athletic association was organized by the students under a constitution sanctioned by the Faculty. This association assumes general control of nearly all athletics in the school. A small admission fee is charged, together with small monthly dues, in return for which members have free access to the athletic equipment of the association and the school and are admitted free to all games played on the home grounds. Under the auspices of this organization an annual field meet is held during commencement week. As an outgrowth of this, an annual inter-scholastic meet between Shepherd College and St. James School was last year instituted. The names of the officers for 1909-10 are:

C. W. Crowell, President.

W. B. Snyder, Vice-President.

Anna Gardiner, Secretary.

D. R. Dodd, Treasurer.

A. T. Bragonier, Reporter.

BASEBALL

Good baseball teams are organized each year, and a number of games are played with neighboring schools. The teams possess a complete equipment in uniforms, masks, protectors, gloves, etc., and always give a good account of themselves.

TENNIS

Senator Getzendanner, of Charles Town, has kindly put at the disposal of the school a town lot, conveniently situated, for this excellent out-door game. The lot was graded and put in good condition by the school, and it has done much to stimulate an interest in this excellent game.

CROQUET

Croquet sets are also furnished the students by the school. While this is an old game, it is still enjoyed by many who prefer it to games requiring more violent exertion.

BASKET BALL

Basket ball has proved very popular here for a number of years. Teams are usually organized by both the young men and

young women of the school, and interesting games are played by these organizations. The gymnasium is now a most excellent place for this sport, being convenient for both players and spectators.

THE GYMNASIUM

In a climate like ours, where during much of the year the weather is unfit for out-door sports, it is essential that schools have gymnasia of dimensions adequate to admit of various indoor games and exercises, and equipped with all needed appliances for the development of the "physical man." Shepherd College possesses such a gymnasium. It occupies a large part of the basement of the new building, and is equipped with first-class gymnasium appliances, making it one of the best equipped gymnasia in this section of country.

THE SHEPHERD COLLEGE CADET CORPS

This organization has been a permanent feature of the school since 1902. It is composed of volunteers from among the young men of the school, and much interest has been manifested in it during its entire existence. Its organization is similar to that of a company of infantry of the United States Army, and it possesses a complete equipment in Springfield rifles, belts, bayonets, and other accessories, the officers being provided with handsome swords. A beautiful flag, a bugle, fife and drums also add materially to its equipment.

The Corps is uniformed in cadet gray in winter and in khaki in summer. The gray uniform is an exact pattern of the uniform worn by State cadets at the West Virginia University; except that our cap is patterned after that of officers in the U. S. Army, and is surmounted by a gold wreath encircling the letters "S. C. C." The collar of the blouse is also decorated with the letters "S. C., W. V.," and with silver "service bars." The khaki is similar in all respects to that worn by U. S. troops.

Hour drills are given twice a week, and the Corps has mastered many of the evolutions of the squad, platoon and company as prescribed in the latest revised U. S. A. Infantry Drill Regulations, besides the manual of arms, firing and many of the ceremonies. Its most notable achievement thus far was its participation, on March 4, 1905, in the Presidential Inaugural Pa-



NUCLEUS OF THE MODEL SCHOOL



DIE DEUTSCHE GESELLSCHAFT

rade at Washington. It had a place in the Taft Inaugural Parade on March 4, but although the organization went to Washington for this purpose, it did not march in the Parade on account of the fearful weather conditions that prevailed.

Roster of Officers, Non-Commissioned Officers and Privates

STAFF AND NON-COMMISSIONED STAFF

J. G. Knutti (Captain on the supernumerary list of officers, West Virginia National Guard), Commandant of Cadets.

Cadet Sergeant, E. L. Magruder, Chief Muscian.

Cadet First Sergeant, Acting Adjutant, *F. O. Woerner, A. T. Bragonier.

Cadet Sergeant, H. M. Banks, Color Sergeant.

Cadet Sergeant, D. P. Knode, Quartermaster and Ordnance Sergeant.

FIELD

Captain W. B. Snyder, Commanding the Company.

Cadet First Lieutenant, D. R. Dodd.

Cadet Second Lieutenant, B. S. Pendleton, Jr.

Cadet First Sergeant, A. T. Bragonier.

CADET SERGEANTS

M. R. Dodd, Right Guide; W. P. Sperow, Left Guide.

CADET CORPORALS

C. F. Line, C. D. Billmyer.

CADET PRIVATES

Barrett, P. R.	Harper, C. N.	*Perks, John
Clapham, Roger	Himes, W. D.	Smith, Leo
*Davis, G. B.	Kearfott, J. P.	Snyder, Ferd
Dolly, D. C.	*Keplinger, Robt.	Snyder, Nelson
Fairall, J. T.	*Link, A. B.	Williams, C. M.
Ghiselin, Chas.	*Lohm, Louis	Williamson, Samuel
*Gardiner, Robt.	McGarry, E. D.	Vance, Walter
Harr, H. M.	*Miller, W. B.	Yates, F. L.
Hardin, N. C.		

FIFE AND DRUM CORPS

Corporal C. D. Billmyer, Fife

W. B. Miller, Fife

C. J. Unseld, Fife
J. T. Fairall, Snare Drum
Leo Smith, Snare Drum
J. L. Otto, Bass Drum

*Dropped from the rolls.

EDITORS AND PUBLISHERS

We wish to express our thanks to editors and publishers throughout the Eastern Panhandle and elsewhere for occasional mention of our school in their columns. The generosity manifested by many in placing copies of their papers on file in the Reading Room of the school has been thoroughly and gratefully appreciated.

COUNTY SUPERINTENDENTS

We take this opportunity to thank the county superintendents of the Eastern Panhandle and elsewhere for their co-operation in the past. We hope to merit these favors in the future. This school is yours. It belongs to no county, but to the people of the State. It frequently devolves upon you to give intelligent advice to teachers and prospective teachers as to where to go to school. It is sometimes your duty to advise teachers in your counties to go away to some good school in order to secure adequate preparation for effective teaching. We are trying to make this school so useful to teachers and to the free schools that we confidently believe we merit your recommendation. See to it that your teachers come here for their education rather than that they go to inferior schools. It is your privilege, too, to inspire the graduates and advanced pupils of the schools of your counties to secure a higher education. Don't fail to tell them what the State provides for them at Shepherd College Normal.

VISITORS

This school is always open to the public. Parents and guardians are cordially invited to visit it often, and learn what it attempts to do.

School committees, superintendents and teachers are especially invited to visit the school and make themselves familiar with its work. They will be welcome at all times, and for any length of time.

ALUMNI

This association now numbers some 350 members. It holds regular exercises and a banquet each year, one day of commencement week.

It is confidently expected that all graduates take a lively interest in the welfare of the school. Their active interest and co-operation are earnestly solicited. The faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each and every graduate of this school for insertion in the catalogue. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHER'S REVIEW COURSES

Shepherd College has had during every spring term for some years a so-called teachers' training and review course. This is designed specially to afford all who have already taught school, or who expect to try the teachers' examinations with a view to entering on the teacher's calling, an opportunity to gain a more thorough knowledge of the subjects upon which they have to pass examination for their certificates and which they have to teach in their school rooms. All of the common school branches are reviewed with such thoroughness as a term's recitations in any one branch will permit. It is easily seen that where a student has had good common school training he can get, in most subjects pursued for one term here, so thorough a grounding that he need not fear the uniform examination in those subjects; on the other hand, if he lacks that preliminary training, he may not be able to put himself square with the examination by one term's work here. We have been gratified to note that most of our teachers' training students have been able to secure good certificates. That they have been benefitted permanently in their education and in their outlook upon life, goes without saying. Even a term's contact with an institution of this kind leaves an impress that is lasting and, we believe, beneficial. With this school's splendid equipment in every respect, with a most reasonable expense account to offer as an additional inducement, together

with the character of the work offered—the spring term enrollment of this school has been increasing by leaps and bounds, and will still further increase as teachers and prospective teachers become acquainted with the work that is being done here for their especial benefit. It is in general suggested to students who come here for that work that they come with the idea of taking up about five studies at a time, not more, in order that they may be able to study these subjects thoroughly, not only to “cram” them for examination purposes alone. Our students who have done that, have usually been able to win first grade certificates after having taken two spring term's courses here, and they have added besides permanently to their educational and cultural equipment. More counties than are allotted to our district were represented in this work alone here during the spring term. Another year will doubtless see a still further increase in our already large enrollment. Next year this course will again be offered, and a great effort will be made to make it more efficient and helpful than ever before. All teachers especially who hold anything less than a first grade certificate should take advantage of this opportunity to fit themselves both for the better certificate and a better place. Honorable promotion comes only with work well performed, or with increased efficiency, or both. The teacher is surest of promotion who can point both to a good record of work performed and to additional scholastic attainment.

SUMMER SCHOOL FOR TEACHERS

A summer school for teachers and those expecting to teach was first instituted here during the summer of 1907. The experiment proved so successful that a similar school was again instituted during the summer of 1908, and this year's summer school opened on June 15.

In addition to the mere sanction of the Board of Regents, the summer school is now backed by a special Board resolution, empowering it to offer “credit” work. This has had the effect of establishing it on a firm and—it may safely be predicted—permanent basis. Last year's summer school was much more representative than that of 1907, students from eight or more counties having patronized it, and this year's gives promise of a largely increased attendance. The First Assistant and Mr.

Walter M. Duke of the Faculty are in charge of it. All of the common school branches are taught with such thoroughness as the necessarily limited time will permit.

With our excellent equipment, and with the school atmosphere pervading these halls, we are enabled to offer teachers and prospective teachers unusual advantages in the way of preparing them for the teachers' examinations and for the work of the school room.

The summer school for 1910 will begin about the middle of June and will continue for six weeks. The tuition charge will be five dollars for the term. Following is an exhibit of the cost attached to attendance on this school:

	Average	Liberal
Board (\$2.50 to \$3.00 per week)six weeks	\$15.00	\$18.00
Tuition - - - - -	5.00	5.00
Books - - - - -	2.50	5.00
Laundry - - - - -	1.50	2.00
	<hr/>	<hr/>
	\$24.00	\$30.00

THE SHEPHERD COLLEGE PICKET

The Shepherd College Picket is a sprightly school paper, edited by the students of the school, and published the last Thursday of every month during the school year. It has for its motto "To interest all in our affairs," and affords much practical literary work for students who belong to the staff of editors or write for its column. This journal has reached its fourteenth year of usefulness without missing a single issue. The Picket management takes this means to thank their friends, the alumni, students, and business men, whose liberal support in different ways has made its existence possible in the past, and they hope that such favors will be extended to them in the future.

STAFF OF EDITORS

EDITOR-IN-CHIEF

F. O. Woerner, '09

ASSISTANT EDITORS

B. A. Ware, '09 Pearl McCaffrey, '10

Educational Notes,

Edith M. Wirgman, '09

Alumni Notes, Edna Sprung, '09

Class '09, Brison E. Kimble

Exchange

Class '10, M. R. Dodd

Louise Rightstine, C. D. Billmyer

Class '11, W. D. Himes

Local and Personal

Y. M. C. A., Wilson P. Sperow, '10

Anna Gardiner, '09 Wilmer Miller, '10

Y. W. C. A., Beulah M. Boyd, '11

P. L. S., B. E. Kimble, '09

Cadet Notes, C. F. Lyne, '10

C. L. S., H. M. Banks, '09

Athletic Notes, A. T. Bragonier, '08

Extempo Notes, H. I. Stuckey '11

BUSINESS MANAGER

Brison E. Kimble, '09

ASSISTANT BUSINESS MANAGER

Charles Ghiselin, Jr., '10

Courses of Study

The scope of this school has lately widened, so that instead of two, four courses of study are now offered, namely: Normal, Classical, Modern Language, and Science. A special University Preparatory Course, covering three years, is also arranged for those who wish to work directly for entrance without examination to the West Virginia University.

The requirements for admission to any and all of these courses are the same as those previously explained for entrance to the school. Each course, except as specified above, extends over a period of four years. The parallelism of the various courses is exhibited in outline elsewhere. From an examination of this outline it will appear that the student need not necessarily make a decision upon first entering the school as to which course of study to pursue, but may first find out by actual contact with the work of the school what work would best fit him for his probable future course in life.

THE NORMAL COURSE

The design of the Normal School is to aid young men and women in their special preparation for teaching. The advantage of having trained teachers is being appreciated more and more by the people of the State. Knowing this, those in charge of the Normal Schools are making every effort to prepare their students thoroughly, both in subjects to be taught in the schools of the State, and in the methods of teaching.

At the same time, it is fully realized that those who are to have the training of the young in charge need more than mere learning; they must be living types of true manhood and true womanhood—men and women of character. To this end, the duty of right living on the part of the teacher is fully pointed out and insisted upon. The teacher's life must be an inspiration to the pupil to Christian living as well as to intellectual advancement. The teacher must also be a student of children as

well as of books. He must understand the *laws* of the development of the human intellect before he can be entrusted with that development. Education does not consist alone in the number of facts learned and remembered, though the importance of this should not be underestimated. A well rounded and thoroughly developed mind should be the aim of every student. This cannot be obtained by rushing through the course with a view merely to passing examinations. The feeding of the mind, like the feeding of the body, must be accomplished with a decent regard for the time necessary to digestion. Mental dyspepsia is more dangerous than the physical form of that disease.

Except by special permission of the Principal, no student will be permitted to pursue more than five regular studies at one time.

NORMAL DIPLOMA

To receive a Normal Diploma the student must complete the full Normal Course of study outlined elsewhere and must have a standing of 80 per cent. on the work pursued. This diploma, by a recent Act of the Legislature, has been made the equivalent of a number one teachers' certificate, good to teach in any school in the State.

ACADEMIC COURSES

The Classical, Modern Language, and Science courses may be conveniently grouped under the above caption. They are essentially academic in character. The advantage of having the single academic course supplanted by these three courses is obvious. The admixture of languages, sciences and mathematics, varying as they do in amount, affords opportunity for just about the proper amount of substitution to put the Normal School curriculum on the elective basis. The primary advantage is that the work of the school is varied so as to take account of individual bent of mind, thus affording opportunity for the development of individual tastes and talents. Each of these courses much more than meets the admission requirements to the collegiate courses of the West Virginia University, and will insure our graduates ample "credits" to gain them advanced standing in most educational institutions of first rank in the country.



Y. M. C. A.

ACADEMIC DIPLOMAS

Upon the satisfactory completion of any one of these academic courses, upon recommendation by the Principal of the school, the student will receive from the Board of Regents a diploma specifying the course of study completed. This diploma will, in most cases, insure its holder ready admission, without examination, to the best colleges and universities in the land, and will stand for a degree of culture and mental discipline not to be despised.

PREPARATORY COURSE

For the benefit of such students as may not have had sufficient educational training for entering upon the work of the Freshman year, the following preparatory course has been incorporated into the work of the school:

Fall Term	Winter Term	Spring Term
Arithmetic	Arithmetic	Arithmetic
English Grammar	English Grammar	English Grammar
Geography	Geography	Book-keeping
U. S. History	Mental Arithmetic	Writing
Mental Arithmetic	Reading	Physiology

THE MODEL SCHOOL

In the spring term of the present year, a model school was established, both in recognition of the necessity of such an important adjunct to our training facilities and in response to the growing demand among educators for trained and experienced teachers.

Observation—The chief object of the school is to give the normal training students an opportunity to observe lessons given by experienced teachers. After the student has had a sufficient amount of observation to give him full knowledge of the class and the work, he is himself obliged to teach the various classes. Opportunity is given the student to get practice in all the various branches of school work.

Conferences—These are held at stated times to discuss the lessons observed and taught. Practice is also given the students in writing criticisms of one another's lessons. This will aid them in criticising their own lessons in their independent teaching careers.

Equipment—The Model School is equipped with the best working apparatus obtainable, thus, furnishing the students an object lesson in an attainable ideal.

Mothers' Club—It is only when the mothers and teachers walk hand in hand, and work in co-operation, that the best results in education can be obtained. A Mothers' Club is to be organized to establish this friendly relation between the home and the model school. The normal training students are expected to attend these monthly meetings where the various child, school and home problems will be studied and discussed.

SCHEDULE OF COURSES OF STUDY

		NORMAL	CLASSICAL
FRESHMAN YEAR	FALL	Oriental and Greek History English Latin Physiography	Oriental and Greek History English Latin Physiography
	WINTER	Roman History English Latin Commercial Geography	Roman History English Latin Commercial Geography
	SPRING	Algebra English Latin English History	Algebra English Latin English History
SOPHOMORE YEAR	FALL	Algebra Rhetoric Latin Media val and Modern History	Algebra Rhetoric Latin or Greek Mediæval and Modern History
	WINTER	Algebra Rhetoric Latin Zoology	Algebra Rhetoric Latin or Greek Zoology or Mythology
	SPRING	Algebra Rhetoric Latin Botany	Algebra Rhetoric Latin or Greek Botany
JUNIOR YEAR	FALL	Geometry American Literature Civics and U. S. History School Economy and Bib. Hist.	Geometry American Literature French, German, { any Latin, Greek } two
	WINTER	Geometry English History Economics History of Education	Geometry English Literature French, German, { any Latin, Greek } two
	SPRING	Geometry English Literature Geology or Astronomy Drawing and Music	Geometry, Geology or Astronomy English Literature French, German, { any Latin, Greek } two
SENIOR YEAR	FALL	Chemistry Physics Psychology School Supervision	Physics or Chemistry Psychology French, German, { any Latin or Greek } two
	WINTER	Chemistry Physics Pedagogy, Ed. Psychology Sociology and Training Work	Physics or Chemistry Sociology or Psychology French, German, { any Latin or Greek } two
	SPRING	Chemistry or Trigonometry Physics or Agriculture Ethics, Child Study Methods and Training Work	Physics or Chemistry Ethics French, German, { any Latin or Greek } two

SCHEDULE OF COURSES OF STUDY—Continued

		MODERN LANGUAGE	SCIENCE
FRESHMAN YEAR	FALL	Oriental and Greek History English Latin or German Physiography	Oriental and Greek History English Latin or German Physiography
	WINTER	Roman History English Latin or German Commercial Geography	Roman History English Latin or German Commercial Geography
	SPRING	Algebra English Latin or German English History	Algebra English Latin or German English History
SOPHOMORE YEAR	FALL	Algebra Rhetoric Latin, German or French Mediæval and Modern History	Algebra Rhetoric Latin, German or French Mediæval and Modern History
	WINTER	Algebra Rhetoric Latin, German or French Zoology or Mythology	Algebra Rhetoric Latin, German or French Zoology or Mythology
	SPRING	Algebra Rhetoric Latin, German or French Botany	Algebra Rhetoric Latin, German or French Botany or Zoology
JUNIOR YEAR	FALL	Geometry American Literature German or French Civics and U. S. History	Geometry American Literature German or French Civics and U. S. History
	WINTER	Geometry English Literature Economics German or French	Geometry English Literature Economics German or French
	SPRING	Geometry English Literature Geology or Astronomy German or French	Geometry English Literature Geology or Astronomy German or French
SENIOR YEAR	FALL	Chemistry or Physics Psychology French German	Chemistry Plane Trigonometry Physics French or German
	WINTER	Chemistry or Physics Sociology French German	Chemistry Physics Sociology or Spherical Trig. French or German
	SPRING	Chemistry or Physics Ethics French German	Chemistry or Agriculture Ethics or Analytical Geometry Physics French or German

THE MODEL SCHOOL COURSE

ART WORK. GRADES I and II.

Art Work—Illustrative drawing on the blackboard and paper of familiar objects. Action pose drawings. Paper tearing, cutting and folding and representation of stories.

Clay modeling of fruits and nature study specimens. The children get an opportunity for expressing themselves and develop the idea of shape and size.

Picture Study will include a display of a few of the best pictures and a study of the artists' lives.

ENGLISH. GRADE I.

The aim in English is to develop the imagination, power of speech and a love for reading.

Literature—Selected rhymes from Mother Goose, and poems to be memorized.

Stories and dramatic art—Stories will include fables, myths, stories of festival days and history stories.

Reading—Supplementary readers will be read besides the prescribed first readers.

Phonics—Sounds of consonants and combination of the vowel sounds.

Forms of speech—Use of a and an; agreement of common verbs with nouns, Homonyms, Punctuation marks.

Composition—Short series of sentences about objects discussed by class, poems copied from the board.

ENGLISH GRADE II.

Literature—Story work will include a long story of "Robinson Crusoe" developed with the children. The stories will be selected from myths and fables and history.

Reading—The class will read several books during the year.

Poems—America and other patriotic poems to be memorized, besides the regular prescribed course of poems.

Forms of Speech—Use of this, that, etc.; adverbs. Correct use of pronouns. Phonics as exercise in articulation. Practice and use of homonyms; abbreviations; punctuation marks; study of a few irregular verbs.

Composition—One paragraph compositions based on nature study or story work.

Dictation—Short selections dictated by the teacher.

GEOGRAPHY AND NATURE STUDY. GRADES I AND II.

The aim of geography and nature study is to get the children's interest aroused and to get them acquainted with nature and with nature's phenomena. Conversational lessons will be given on the weather, sky, clouds, sun, to get idea of climate; cardinal points, different kinds of soil, informal lessons by means of the story. Since history is dependent on Geography, so this course will form a background for history.

The nature work includes a study of various animals, insects, birds, wild flowers, and trees, pond life, and a life history of the silk worm. The school garden will involve a study of seeds and soil.

HISTORY. GRADES I and II.

In the history stories the children begin with the home and are led to make comparisons with other people. Simple stories of the Indians, Columbus, the Pilgrims, Hollanders, the Christmas Story, and Christmas in Other Lands; the Eskimos, Cave and Cliff Dwellers; Festival days studied from the historical view point, including lives of Washington and Lincoln, etc.

Arithmetic—The aim in the first and second grade is to get a good idea of number. The work will be incidental and drill will be given as occasion arises.

Grade I—Count to 100 by 1's, 2's, 5's, 10's by means of constructive work, school garden, blocks games, etc.

Actual measurements of foot rule, and comparisons of widths and lengths; U. S. money.

Fractions to be taught incidentally in connection with the standard unite of measures; time; nature work.

Grade II—Continuation of grade I, but greater skill and accuracy demanded.

Count to 100 by 3's, 4's, 5's, 9's.

Read Roman numerals to 50 from chapter numbers in books.

Comparison of halves, fourths, etc., in construction work.

At the end of the second year the children are expected to know the primary facts of addition and subtraction and incidentally facts of multiplication and division.

PENMANSHIP. GRADES I AND II.

Penmanship—The aim is to teach legible writing, both neat

and rapid. Constant attention is given to position of body to form the right physical habits.

PHYSICAL CULTURE AND HYGIENE.—GRADES I AND II.

The aim is to develop strong bodies and to get control of the various parts.

The teaching of hygiene is positive rather than negative. Subjects considered will be the body; sleep; food; drink.

Music—Music is divided into two distinct phases—song and scale. The rote song is preeminent, including national hymns. The staff will be taught, including such points as the scale. G clef and interval work.

Outline of the Work by Departments

DEPARTMENT OF PEDAGOGICS

Teaching is fast becoming a profession throughout the world. The teacher must, therefore, become more and more a trained and skilled workman, one who understands the material with which he works; its laws of growth, its limitations, and its possibilities. Teaching is both a science and an art, and he who would be most successful in it must study it most. The inborn qualities of a teacher are all important, to be sure, but even the most gifted needs to reinforce this gift by a study of the work and methods of the masters of the profession. With this idea in view, the Normal Schools are embodying in their curricula more of such studies as are calculated to train the prospective teacher in the actual work and responsibilities that will devolve upon him when he enters upon the active duties of the profession. No one who looks carefully over the list of the more strictly "professional" studies, as outlined below, keeping in mind at the same time that these embrace only a comparatively small part of a Normal graduate's educational equipment—can fail to see the advantage in having a teacher thus equipped in preference to one who lacks perhaps both these and the remaining portion of the excellent four year's course of study, as previously outlined; and yet such is the density and stupidity of many members of boards of education that they make no distinction between employing the common school and the Normal School graduate. How long will such ignorance prevail in West Virginia? When may the Normal Schools expect to get a "square deal?"

Following are the studies considered more strictly as "professional," "pedagogical," or as coming under the general caption of "teachers' training work:"

HISTORY OF EDUCATION—ONE COURSE

This study provides for a general survey of the rise and progress of education and the educational systems of ancient, med-



BARBOUR-TUCKER STUDENTS



RANDOLPH-PENDLETON STUDENTS

iaeval and modern states; the consideration of these in their relation to one another; how each developed alone or from some other; and the influence wielded by each system in the development of the country to which it belongs.

With that object in view, a study is made of the educational ideas and of the means provided for education, by the Egyptians, Hebrews, Greeks and Romans; the educational ideas of the Middle Ages, the rise of the Monastic, Scholastic and University systems, the Renaissance, Humanism, and the Jesuitical schools; educational reformers and their work, including the study of the work of Rabelais, Montaigne, Ratich, Comenius, Rousseau, Froebel and Pestalozzi; and finally a comparative and critical study of the educational systems of the leading countries of the modern day, with a view to the better understanding of the excellencies and defects existing in our own.

SCHOOL ECONOMY—ONE COURSE

Under this general head are taken up a large number of things pertinent to the physical equipment and environment of the school. Among these may be mentioned school grounds, their location, size, care, etc.; school house architecture; school furniture and physical appliances for illustrating or elucidating the lesson; school sanitation, decoration, etc., etc. This work is among the most useful and interesting in the course of study.

PSYCHOLOGY—ONE COURSE

Psychology is the most fundamental of all the pedagogic studies, and is therefore dwelt upon throughout the Senior year. Physiology is an absolute pre-requisite to an intelligent study of psychology, since physical function must so largely determine mental operations. The physical senses are the basis of all knowledge, and hence the importance of studying the psychophysical organism for a correct understanding of the communication and assimilation of knowledge, and of the laws underlying the operations of the mind. The practical side of psychology receives most attention, and this deals directly with individual introspection for the purpose not only of observing the mental processes, but of deducing the laws underlying these, of cultivating the proper mental states, and of properly subordinating,

co-ordinating and developing the various faculties and propensities of the mind.

PEDAGOGY—ONE COURSE

“The individual teacher must have a part in the construction of the science in which his art is to have its foundations.” How large a part this is to be, must necessarily depend upon his analytical knowledge of human nature and his capacity for logical and synthetic thinking. Most aspirants for the teaching profession do not possess knowledge requisite for taking a very large part in this constructive work, but must seek guidance and re-enforcement in scientific treatises on the subject. To supply these essentials is the aim of the course. After a thorough review of psychological principles, the problem of the correlation of studies and the best methods of teaching them is taken up, as are also the principles of instruction, knowledge, and culture underlying each of them.

CHILD STUDY—ONE COURSE

The work as carried on at present is largely theoretical, though many individual observations are noted and brought to the attention of the class by both instructor and pupils. The psychological development of children is chiefly dwelt upon, which, to be properly understood, must be constantly supplemented by physical and physiological data and references. After consideration of the general order of development, both physical and mental, the classification and development of instincts is taken up, followed by a study of the development of intellect. Heredity, individuality, and abnormalities occupy the attention for some time, after which “Child Study Applied in Schools” is dwelt upon at some length, which affords opportunity to suggest practical application of the principles learned. Kirkpatrick’s Fundamentals of Child Study is the text used.

METHODS—ONE COURSE

In this class the theory and application of the best methods of teaching the common school and some of the higher branches are studied. This subject follows naturally upon infant and adolescent psychology and can be best understood in the light of these studies. The work is made as practical as possible, the class at times being considered a model class by the instructor in

order the more clearly to clinch by actual practice the theory learned.

SCHOOL SUPERVISION—ONE COURSE

As the basis of this course the excellent book, "Our Schools: Their Administration and Supervision," by William E. Chancellor, is used. Here are defined and discussed the sphere and duties of boards of education, superintendents, principals, supervisors and class teachers. The state system of education, the public school, the private school, course of study, salary, tenure, and certification—all come in for their share of attention. Then, too, some of the larger school problems, such as are treated of in "A Modern School," by Paul Hanus come up for discussion.

BIBLICAL HISTORY—ONE COURSE

The fact that the Bible is, and by right ought to be, regarded as the basal text dealing with ethics and the higher life in general—makes it imperative for the schools to give it recognition as a text-book of morals, surpassing and outclassing all other books treating of these subjects. The modern school man well recognizes that no one can justly lay a claim to even moderate learning without having a fairly good knowledge of the literature and teachings of the Bible. To this end a course is now offered in Biblical history, the chief object of which is not so much an investigation into the bare historical facts underlying the Bible, as in stirring up an interest in the moral, cultural and spiritual truth to be found therein so clearly and so beautifully expressed.

OBSERVATION AND TEACHING—ONE COURSE

During the winter term of the senior year, all normal training students are required to take from two to three observation lessons a week in the model school. Both oral and written reports of the things observed are afterward rendered in class. During the spring term of the senior year, these students are required to teach from two to three classes per week under the immediate supervision of a critic teacher. This teaching is done both in the model school and in the preparatory classes of the normal school. In this way a good estimate of the student's ability to teach can be made, and his methods, where they are defective, are corrected. The conferences, before spoken of,

furnish opportunity for this work in criticism of the method of the recitation and school room practice.

DEPARTMENT OF MATHEMATICS

DRAWING ONE COURSE

The primary object held in view in offering this work is to give practical assistance in illustrative blackboard work to those who expect to teach; but the course embraces perspective and even mechanical drawing. The instructor in charge, in fact, suits the instruction to the needs and wishes of the individual pupils in the class. For example, perspective and illustrative work is given prospective teachers; mechanical drawing to prospective engineers.

BOOK-KEEPING—ONE COURSE

It is the aim of this course to give the student such an understanding of the general principles of single and double-entry bookkeeping as to enable him to make a practical use of the same in actual business transactions. The following course of study is adhered to in this work:

1. A clear and definite idea of such terms as a business transaction, an account, debtor, creditor, resources, liabilities, net capital, net insolvency.
2. Ability to explain the use of a day-book, ledger, cash-book, order-book, sales-book, bill-book, check-book, and to readily record business transactions in these books.
3. To open and close an account.
4. To write and explain the use of all ordinary commercial paper; as orders, receipts, checks, drafts, commercial and bank, sight and time notes, negotiable and non-negotiable, and indorsements of the same, statements of accounts, bills of goods, etc.

For several lessons the student is required to rule his own books from plain paper. Each student is required to hand in a complete set of books written from exercises dictated by the instructor.



L'EXTEMPO SOCIETY

ALGEBRA—FOUR COURSES

Prerequisite, a fair knowledge of Arithmetic, both Mental and Practical. Four courses are given, the completion of which will fit any student for the higher mathematical courses offered in the State University. Neatness, exactness, rapidity, and self-reliance in all processes are insisted upon. The student is required to think. The demonstration of principles is begun early and continued throughout the course.

Course 1. In this course the symbol is fully explained. Algebraic signs are taught as they are required and used. The special rules in multiplication are dwelt upon until they become the student's own. Factoring is mastered.

Course 2. Equations of one, two and three unknown quantities are considered. Elimination, by addition or subtraction, by comparison, and by substitution is taken up and completed.

Course 3. This course opens with a continuation of Simultaneous Simple Equations, completes Involution and Evolution, dwells closely on the Theory of Exponents, and pursues Radicals to Quadratic Equations.

Course 4. In this course we complete Quadratic Equations, Ratio and Proportion, Progressions, and Variables and Limits. The Binomial Theorem is developed, Logarithms and Undetermined Coefficients are studied.

GEOMETRY—THREE COURSES

The subject of Geometry is completed in three terms. The most careful accuracy is required in Geometry as well as in all other mathematical work. The student is required to thoroughly understand each step before proceeding to the next higher. The study of Geometry is successful only when the student has been thoroughly imbued with the importance of accurate scientific methods. Once he is led to realize the value of doing things just right and no other way, he has received a training which must, sooner or later, bring him success. No one is allowed to pass from this subject until he has exhibited an ability for careful, accurate and abstract reasoning.

The fundamental theorems of the line, the angle, the triangle, the quadrilateral, the polygon, regular and irregular, and circle, in plane geometry, are thoroughly understood. The exercises in the text are required to be solved as completely as

the theorems. The same method is pursued in solid geometry in all its departments.

Course 1. Books I and II—Theorems and plenty of original work.

Course 2. Books II, III, IV, V, VI—Finish Plane Geometry.

Course 3. Books VII, VIII, IX, X—Solid Geometry, Practical examples throughout the course.

TRIGONOMETRY—ONE COURSE

The subject of Trigonometry is taught the spring term of the senior year. Its practical value is very great, since it is essential to the work of surveying, astronomy and, indeed, to all sciences which depend upon mathematical demonstrations. Trigonometry treats of the relations of lines and angles by algebraic methods. In Plane and Spherical Trigonometry, these relations are applied to the solution of plane spherical triangles.

SPHERICAL TRIGONOMETRY AND ANALYTICAL GEOMETRY—ONE COURSE EACH

The above subjects have lately been added as optional studies to our curriculum. They will be taught if there is sufficient demand for them.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

This work is carried on not only by the use of text books but also by reference work in the library, papers, outlines and maps.

HISTORY OF THE ORIENT AND GREECE—ONE COURSE

The study of the Oriental period from prehistoric times to the rise of Greece, followed by the study of Grecian History, is the scope of this course. The prehistoric period is studied briefly to show its connection with the historic period. This is followed by a consideration of all the Oriental nations and Greece. The time is spent in the study of the political and religious history, with due consideration of the literature, architecture, sculpture, painting and social life.

HISTORY OF ROME—ONE COURSE

The Roman period extends from the earliest times in Italy to the fall of Rome, 476 A. D. The aim in this is a thorough study of the political and constitutional phases and such a study of the Roman architecture, sculpture and literature as to form a fairly good comparison with the Oriental and Greek peoples.

MEDIÆVAL AND MODERN HISTORY—ONE COURSE

The period extends from the rise of the Frankish Kingdom to the present time. In this course the object will be to show the growth and development of those institutions out of which have arisen most of those of today, followed by a study of the origin and development of the political institutions of England and the great world movements.

HISTORY OF ENGLAND - ONE COURSE

This course will trace the history of England from the earliest time to the present, emphasizing chiefly the beginnings of the representative government, the growth and decline of Feudalism, the rise of the Commons and the transition from arbitrary to constitutional monarchy.

AMERICAN HISTORY AND GOVERNMENT—ONE COURSE

American History is studied from the earliest explorations and settlements to the present time. The aim of this course, taking up as it does a study of the growth and development of the nation and government, is both informational and patriotic.

ECONOMICS—ONE COURSE

In economics one course is presented. It has for its purpose the training of the student to think correctly and independently along economic lines. He is led to see the actual economic facts that are about him, taught how to treat with them, how to classify them and discover their relations. Some attention is paid to the fundamental principles underlying the production, exchange, distribution, and consumption of wealth. The principles of taxation and hence the sources of revenue, and the expenditure of public funds, are closely studied. Socialism, trades and labor unions, monopolies, public and private, co-operative and benevolent associations, etc., all receive attention.

MYTHOLOGY—ONE COURSE

Mythology is taught for its own sake, and as a basis for Literature. An effort is made to show the meaning and beauty of the Greek and other myths and legends studied, and to stimulate interest in these concrete ideals of the ancients, both for their bearing on the literature and life of these peoples, and also for their influence on modern literature and others.

DEPARTMENT OF SCIENCE

PHYSIOGRAPHY—ONE COURSE

One course is given in this subject. Prerequisite, a good knowledge of common geography. Physiography forms the basis for the study of all the Natural Sciences. This being true, careful attention is given to it. The great importance of soil and climate in determining the political, commercial, and historical prominence of the country is emphasized. Land Sculpture is studied with reference to its past and present action in modifying the structure of the earth's surface. It is studied both from the text book, and by some actual field observation. For the study of this subject this department is supplied with Globes, Maps, U. S. Geological Reports, Weather Maps, Relief Maps, and a good collection of rocks and minerals. Map-drawing will constitute a part of the work in this branch.

GEOLOGY - ONE COURSE

The work in this subject follows Physical Geography. One course is offered in this branch in the Junior year. It comprises the study of the earth and the forces which build or destroy it. The student is led by laboratory and some field work to recognize the common rocks and minerals and to trace their composition and formation. A fair geological museum is at their command. Work with the hand lens and the microscope is required. The study of the landscape is made a prominent feature and for this purpose United States Government maps are used and some out-door work is done. The formation of limestone, iron, coal, and petroleum is given careful attention on account of their commercial and industrial value. West Virginia is rich in all of



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these and the study of their formation will be interesting and valuable to West Virginia students and to others as well.

The physiographic development of the principal continents is made the subject of careful study. The historical geology of the United States and of West Virginia is given much attention. The student is expected to make various drawings to illustrate his work and to supplement the text by using Dana's Manual, Tarr's Economic Geology, and Dr. I. C. White's valuable works on Petroleum, Gas, and Coal of West Virginia.

ZOOLOGY—ONE COURSE

One course is offered in this subject in the Sophomore year. This course gives a knowledge of the structure in lower as well as higher forms of animal life, the tracing of progress of development, and an understanding of some important principles of classification, in order to familiarize the student with some of the great ideas of biological science.

Laboratory work on some typical forms gives training in close observation, careful drawing and accurate description.

Animals representing different types are carefully studied, their characteristics and classification noted, and lists are made by the student of those with which he is familiar, putting each in its proper place in the classification.

The following points are also touched upon: the doctrine of evolution and the criteria by which we judge the animal's rank; the theory of instinct; the voluntary and automatic movements; the principal organs with their functions, adaptations, correlations and analogies. A good collection of specimens preserved in alcohol, representing many of the less common life forms, is available for students of this subject.

BOTANY—ONE COURSE

One course in the Sophomore year is given to this branch. This course aims at the study of plants rather than at the study of books, the gaining of an acquaintance with living beings through the study of the structure and life processes of plants.

Laboratory work forms an important part of the course. Written reports of all experiments performed by the students individually, or by the instructor and students in the presence of the class, are required of each student. Among the experi-

ments performed are such as will help the student to understand more fully, the conditions necessary for the germination of seeds, the use of the cotyledon to the seedling, the kinds of food stored up in a number of familiar seeds, the work of roots, root pressure, the rise of water in stems, transpiration in leaves, the rise of sap and the presence of starch in leaves and the adaptation of fruits for transportation by water.

In connection with the study of roots, stems, buds, leaves, flowers and fruit, enough of plant analysis is taken up to enable the student to identify common plants with the aid of a key.

The class is instructed in collecting, pressing and mounting specimens for a herbarium. Each student is required to mount fifty leaves, to analyze and mount at least twenty-five plants, and to make drawings of seeds in different stages of germination, and of a few of the typical forms of roots, leaves and flowers.

ASTRONOMY—ONE COURSE

The course in astronomy is arranged particularly for general observation work in connection with science and nature methods. That part of the subject which bears a close relation to physical geography is treated in connection with that subject. The effort is to gain general familiarity with the principal fixed stars, constellations, etc., how to locate them, and such phenomena as are closely allied to nature study. It is an optional study and may be substituted for Geology.

PHYSICS—THREE COURSES

The work in physics in this school is gradually approaching the standard maintained by the best secondary schools in the country. Each year sees more individual laboratory work accomplished and a steady growth in laboratory equipment. The quality of the work done receives the greatest consideration. However, the number of exercises is taken account of. The class during the spring term performed successfully some fifteen experiments, such as: Coefficient of Linear Expansion, Thermal Capacity of a Calorimeter, Spherometer, Vernier, Micrometer, Specific Heat of Metals, Velocity of Sound, Sonometer, etc.

These experiments are, of course, quantitative in character and call for much reading and thought.

A good deal of consideration is given to the collection of data, the preparation of the reports and the result of the experiments. In this part of the work neatness, accuracy, form and order are always emphasized. Text: Hoadley. Reference: Barker Adams, Gage, Ames and Bliss, Sabine Coleman.

Course I. General properties, conditions, and construction of matter; Motion, Force, Gravitation, The Pendulum, Machines, Liquids and Gasses.

Course II. Magnetism—the magnetic needle, etc. Electricity—installing electric bells, constructing voltaic cells, dynamo, motor, the X-Ray, wireless telegraphy, etc.

Course III. Heat—sources, transference, practical uses. Sound—cause, reflection, music. Light—source, transmission, reflection, refraction.

CHEMISTRY—THREE COURSES

The study of chemistry is pursued in much the same manner as Physics. The work consists of daily recitations and laboratory work. It is thought that the correct way to study Chemistry is by actual experimentation. The students perform the experiments of the text book and such other original work as may be assigned to them, and discuss these results in the class. Such other illustrative work as is deemed necessary is presented to the class by the teacher. The work in Organic Chemistry is followed by qualitative analysis, which is almost wholly laboratory work. The laboratory is well supplied with conveniences for prosecuting the work in Chemistry as far as it is carried in this course.

Course I. Nature of chemistry, heating glass, constructing apparatus, class work on text and experimental work in the non-metal elements—Hydrogen, Oxygen, Nitrogen, Chlorine, etc.

Course II. The metals—Iron, Silver, Carbon, etc. A little elementary analysis is attempted in the last month's work.

Course III. Quantitative analysis.

AGRICULTURE—ONE COURSE

The scientific study of agriculture has but recently attracted the attention of the people of West Virginia, though our state is perhaps essentially an agricultural state. This study introduced

a few years ago into the Normal School course, has recently been added to the course of study of the public schools, thus receiving the recognition long since its due.

Our course in Agriculture deals with the most fundamental and practical things, and may be taken with profit by students who have had no previous training in science, though it is of far greater value to those who have some knowledge of Geology, Botany, Zoology, Physics and Chemistry. Among the topics taken up by the class for study and discussion are: a study of the nature, formation, classification and physical properties of soils, and their relations to plants; leguminous plants; rotation of crops, fertilizers; the propagation, improvement and pruning of plants; farm animals and the principles of feeding; and the ornamentation of school and home grounds.

Most of the experiments given in Jackson and Daugherty's Agriculture, and some of those found in Nolan's One Hundred Lessons in Agriculture, and Osterhout's Experiments with Plants are performed by the class, and reported upon. Each member of the class is expected to do some practical work in the growing of vegetables and flowers either in his home garden or in the school garden.

DEPARTMENT OF ANCIENT LANGUAGES

Following are the courses offered in this department:

1. *Latin, 12 courses.*
2. *Greek, 9 courses.*

The object of the study of Latin and Greek for the student in secondary schools is primarily the comparison with, and hence further knowledge of, his English, together with a view to preparing him for the advanced work of the University. This is kept in mind constantly throughout the course. Then, too, the literature of these languages may well be studied for its own sake. The work in the Department of Ancient Languages is so arranged that no one having a good knowledge of English Grammar will encounter serious difficulty.

LATIN

First Year

1. Pearson Etymology.

2. A continuance of course one.
3. Cæsar. *Oratio Obliqua* (Books I, chs. 1-14).

Second Year

1. Cæsar's Gallic War (Books I, II).
2. Cæsar's Gallic War (Books III, IV), Cicero's First Oration against Catiline.
3. Cicero's Second, Third and Fourth Orations against Catiline.

Third Year

1. Vergil's *Aeneid* (Books I, II).
 2. Vergil's *Aeneid* (Books III, IV).
 3. Vergil's *Aeneid* (Books V, VI).
- Bennett's Latin Grammar, Kelsey's Cæsar, Kelsey's Cicero, Comstock's Vergil, Baros' Prose Composition used throughout the second year.

Fourth Year

Upon sufficient demand a fourth year course will be arranged. Our present policy, however, is to substitute another language for the fourth year's work in Latin.

GREEK

First Year

1. White's First Greek Book. The work of pronunciation, accent, declensions, etc., is taken up by beginners in this course.
2. First Greek Book completed; a continuation of course one.
3. Xenophon's *Anabasis*; Book One. Connected discourse is begun here. Goodwin's Greek Grammar.

Second Year

1. *Anabasis* finished; Books I-IV. Grammar continued.
- 2-3. Homer's *Iliad*; the text is read metrically, and mythology made a special study. Seymour's *Iliad*, Gailey's *Classic Myths*.

Third Year

A third year course will be arranged, provided the demand

justifies the organization of the additional work. At present, our policy is to substitute some other language for the third year in Greek.

DEPARTMENT OF MODERN LANGUAGES

GERMAN

German, Four Years, 12 Courses

The German language, the most developed in modern times and known as the language necessary for higher work, especially work in universities, is coming into the foreground as a language not only for comparison, but as a study for regular use. Special attention to German is, therefore, given.

Students desiring to pursue the study of German are required to possess a good working knowledge of English grammar. The aim is to give the student a good fundamental knowledge of the grammar and literature of the German language, and, at the same time, to prepare him to secure advanced standing when he enters the university.

Course I. Grammar, reading and composition. This course, in fact all of the three courses embracing the first year's work, is designed to give the student a good pronouncing, reading and working knowledge of the more elementary part of the language. Special attention is given its pronunciation, inflection, and the acquiring of a vocabulary. Texts: Thomas's "German Grammar"; Super's Elementary German Reader, Part I.

Course II. A continuation of Course I. Grammar completed to part II. Super's Reader continued. Special attention is given to correct spelling, pronunciation and composition work.

Course III. In this course special attention is given to the translation of German into English, the work being based on Hervey's Elementary Exercises to Thomas's German Grammar. Introduction of the German script and continued use of it in all the written exercises. Seidel's Die Monate is also read.

Course IV. German Prose: Copious reading of German Prose to render the student familiar with the idioms of the language and to give a large and varied vocabulary. Heyse's

"L'Arrabbiata"; Hillern's "Hoher als die Kirche"; Schiller's "Der Neffe als Onkel"; Storm's "Immensee."

Course V. Composition. Practice in writing German and translating English Prose into German. Discussion of grammatical points in connection with the translation. Study of the irregular verbs. Reading at sight. Harris' Prose Composition, Thomas' Practical Grammar, Part II.

Course VI. Reading and memorizing of a great number of short well-known poems. Von Klenze's "Deutsche Gedichte." Translation of Goethe's Hermann und Dorothea." Extensive practice in conversation, to make the student familiar with the sound and expression of the language, is given.

Course VII. Advanced German grammar work. Review of Joyne's "Meissner's German Grammar." Reading of Schiller's "Wilhelm Tell"; Riehl's "Der Fluch der Schonheit." Conversation exclusively conducted in German and the student required to make outlines from above works in German.

Course VIII. Study of Old German. Study of advanced German literature. Reading of Goethe's "Dichtung und Wahrheit"; Schiller's "Minna von Barnhelm"; Advanced Composition; Jagemann's Prose Composition and Syntax.

Course IX. Continuation of Course VIII. Read Scheffel's Selections from "Der Trompeter von Sakkingen"; Schiller's "Die Jungfrau von Orleans"; Goethe's Poems. Attention is given to modern newspaper advertising; newspapers are read to help the variety of conversation with students; recitations are conducted in free discussions of things of a current political nature; and the happenings of the day are talked about.

Course X. German Comedies. Study of the most popular comedies. Historical German. A reading course of Historical Prose. Subjects taken from the political and literary history of Germany, as: Kostjak's "Deutschland und die Deutschen"; or Freytag's "Karl der Grosse."

Course XI. History of German Literature—from early times to 1500. This course is a study of the history of the literature, its beginning and development, and lays stress upon the most important authors and chief epochs. Reading and discussion of representative works. Selections from "Das Niebelungenlied," also works of Hartman von Aue, and Scherer's "History of German."

Course XII. Study of the different poets and authors, as: Goethe, Schiller; their lives and principal works, as: Goethe's "Werther's Leiden"; Goethe's "Faust," Parts I, II; Schiller's "Don Carlos"; Schiller's "Wallenstein." The recitations during all of the fourth year are conducted exclusively in German.

FRENCH

French, Three Years, 9 Courses.

Course I. Elementary French. Introduction of Chardenal's Complete French Course. Exercises in reading, spelling, pronunciation.

Course II. Elementary French. A continuation of Course I. Continuation of Chardenal's French Grammar. Translations of exercises from English into French and vice versa, reading in class and introduction to composition work. Oral exercises to make the student familiar with the sounds of the language and to establish the correct pronunciation. Reading of Joyne's "French Fairy Tales."

Course III. Elementary French. A continuation of Course II. Chardenal's Grammar finished. Extensive exercises in translating English into French. French conversation and thorough study of the irregular verbs and their use in speech and life. Reading of Rollin's French Reader.

Course IV. Introduction of the works of celebrated modern French authors and writers, such as Daudet, Dumas, Andre, Theuriet, etc. Grandgent's composition based on "Le Siege de Berlin." During these reading exercises the student is kept in touch with the grammar, and the most common expressions in the French language are drilled upon.

Course V. Extensive composition work. Discussion of grammatical points in connection with the translation. Translation and study of Merimee's "Colomba."

Course VI. Prose reading. Rapid reading of large amount of prose to render the student familiar with idioms of the language. Works by About, Dumas, La Martine and others.

Course VII. Study of French poetry. Memorizing of the most important and well-known poems. Lectures on the origin of the drama, reading of representative plays, and study of the lives of Corneille.



SHEPHERD COLLEGE AMATEUR ORCHESTRA



GIRLS' CHORUS

Course VIII. Fiction of the nineteenth century. Reading of different works of Balzac's "Couttes"; George Sand's "La Petite Fadette"; Piere Lati's "Pecheur d' Islande"; etc. Extensive composition work.

Course IX. France and its people of today. Study of the country from a commercial standpoint. Parisian and provincial life, reading and discussion in French of magazine articles and questions of popular interest. Daily theme work and conversation exclusively in French. Work based on the best magazines and newspapers, such as Le Figaro, Le petit Journal.

SHEPHERD COLLEGE ESPERANTO SOCIETY

Esperanto Courses and Use of the Artificial Language

The ancient as also the modern languages require a great amount of study, not only in a grammatical but also a commercial sense, and only a long and extensive study of any of them give a good and sufficient return. The communication with other nations is practically a daily necessity; while a comprehension of all the different languages is almost impossible. The idea has long prevailed to create an auxiliary international language, complete and yet grammatically simple enough not to require too long a time for study. At the present time the Esperanto International Language seems to have gained a great number of adherents, and, since all over Europe and the United States societies have been founded, this artificial language has come to the forefront of all the artificial languages. This society was founded in April, 1908, within the walls of Shepherd College with about twelve members beginning the study of the grammar and first reader. A month later the Shepherd College Esperanto Society became a member of the American Esperanto Association, thus giving this school the unique distinction of housing the first and only society of the kind to be found in West Virginia.

Two recitations are given each week, and the interest in the first courses was sufficient to encourage the continuation of this work in the future.

Course: Bullen's Lessons in Esperanto, Lawrence's First Reader, Cox's Commentary and Exercises.

DEPARTMENT OF ENGLISH

<i>First Year</i>	{ <i>Advanced Grammar, English I, II,</i>					-	2 courses
	{ <i>Higher Lessons in English, III</i>					-	1 course
<i>Second Year.</i>	<i>Rhetoric,</i>	-	-	-	-	-	3 courses
<i>Third Year.</i>	<i>Literature,</i>	-	-	-	-	-	3 courses

English I. The first year's work includes a review of the simpler forms of grammar and an investigation of more complex constructions. Patrick's *Advanced Grammar*.

English II. Analysis of long and difficult sentences. Parsing.

English III. Diagram. Reed and Kellogg's *Higher Lessons in English*. One theme a week is required in courses I, II and III as well as in the preparatory courses.

English IV. Rhetoric. The work in rhetoric includes a complete study of the sentence, the paragraph and the theme, special attention being called to style, diction, and to figures of speech. Examples of model style are presented to the class and three themes a week are required from each member of the class, throughout the entire year.

English V. Continuation of Course IV.

English VI. Continuation of Course V.

English VII. Literature—American. Since the time given to literature is so limited, one can hope to do little more than to give to the student a brief outline of American and English Literature, hoping to arouse in him an appreciation and enthusiasm which will lead him to pursue the study further for himself. Course seven includes a general survey of American Literature, using Newcomer's text as a guide and supplementing it with reference work and study of American Masterpieces.

English VIII. Literature—English. This course endeavors to give a view of English Literature, and to point out the various movements that have influenced literary development. Halleck's *History of English* is the text. Classics from each great period are chosen for reading, and close study is made of the English Classics prescribed in the College Entrance Requirements.

English IX. Literature—English. Continuation of Course VIII.

SPECIAL REQUIREMENTS IN ENGLISH

For Graduation in Either the Normal or Academic Courses

FOR READING

Tennyson's Princess.
Addison's Sir Roger de Coverly Papers.
Coleridge's Ancient Mariner.
Arnold's Sohrab and Rustum.
Shakespeare's Merchant of Venice.
Shakespeare's Julius Caesar.
Lamb's Essays of Elia.
Ruskin's Sesame and Lilies.
Lowell's Vision of Sir Launfal.
Any two of the following:
Blackmore's Lorna Doone.
Dickens's Tale of Two Cities.
Eliot's Silas Marner.
Mrs. Gaskell's Cranford.
Goldsmith's Vicar of Wakefield.
Hawthorne's House of Seven Gables.
Thackeray's Henry Esmond.
Scott's Quentin Durward.
Scott's Ivanhoe.

FOR STUDY

Washington's Farewell Address.
Webster's First Bunker Hill Oration.
Carlisle's Essay on Burns.
Milton's Minor Poems.
Chaucer's Prologue.
Shakespeare's Macbeth.

Note.—This course includes the 1909—1911 requirements for entrance to all first-class American Colleges.

SPECIAL REQUIREMENTS

ORTHOGRAPHY

Orthography is taught during the entire first and second years,* special effort being made to have every student in the school become an accurate and proficient speller and an intelligent user of the dictionary. To this end spelling recitations, both written and oral, are given three days out of the week throughout the year. In connection with the spelling, the origin, derivation, properties and meanings of the words spelled are given attention, and diacritical marking is mastered.

Reed's Word Lessons and the Modern Spelling Book are the texts used.

COMPOSITION

On each Monday, and occupying an hour and a quarter of time, each teacher has a literary exercise in his room, consisting of reading, essays, orations, debates, current history, etc. To this end students are classified at the beginning of each year and assigned to the various teachers, the assignment depending on the advancement of the student, the Seniors being assigned to the Principal, the Juniors to the First Assistant, etc. In addition to giving instruction to these classes and having general supervision over this literary work, each teacher is expected to make a special study of students so assigned, and to report their condition, deficiencies and progress to the Principal at stated intervals. In this way a most effective supervision is maintained over the work and conduct of every student in the school. This supervision is one of interested, watchful observance, and not of prying officiousness. It is for the purpose of helping the student, not of informing against him.

GENERAL READING COURSE AND BOOK REPORTS

In connection with the composition work spoken of above, every student in the school is expected to read at least one book each term and to report upon the same to his composition teacher. It is expected that each teacher assign each student in his composition class one book of fiction, one of poetry and one of biog-

*See next page for the work corresponding to this for the Junior and Senior years.

raphy each year and to hear either a written or oral report upon it.

A regularly graduated course in general reading will be made out each year for the guidance of the teachers and for the more systematic execution of this important work.

IRISH'S ORTHOGRAPHY AND ORTHOEPIY

In the Junior year, the work in orthography consists in the study of the excellent text on the subject prepared by Frank V. Irish. Here a deeper and more formal study than hitherto is made of the underlying principles of the words in the English language; diacritical marks, rules of spelling, word-formation, synonyms, etc., etc., being thoroughly studied.

A STUDY OF ENGLISH WORDS—ANDERSON

This excellent text is taken up in the Senior year, and much of the history of the words in the English language is thus mastered. The history and derivation of the words and terms in our language are also sought in the etymological dictionaries, encyclopaedias, etc., almost daily reports being required of students in this phase of the subject. The object is to give them a knowledge of the sources of their language; to show how that language has been subject to a gradual but steady development, both in the meaning and forms of words; to point out to them wherein the language has gained and wherein it has lost in this transition, and incidentally to point out how much of the history of a people is written down in the words of their language.

DEPARTMENT OF MUSIC

The Department of Music offers instruction in piano, vocal music, pipe organ, harmony, counter point, and musical history. In the piano department two courses of studies are offered, one for three years, leading to a teacher's certificate, and one of four years' leading to an artist's diploma.

Candidates for a teacher's certificate in piano must have one year Musical History, and three courses in Harmony besides the following thorough foundation in technique, studies, etc.

FIRST YEAR

Studies by Heller, Czrny, Clementi Sonatines, Cramer, Hanon, Bach, short prelude and fugus, concertos and pieces by Mozart, Schubert. Haydn and Mendelssohn.

SECOND YEAR

Book I Haydn, Book I Mozart Sonatas. Hanon, Cramer 50 studies, Mendelssohn—Song without words, Bachneet tempered Clovicord, Schubert Donata's—and pieces by Brahms, Mendelssohn, Nazner, Liszt, Moszkowski.

THIRD YEAR

Book II Haydn, Book II Mozart Sonatas, Czrny, Beethoven Sonatas —Book I—Bach Sonotas, Concertos by Mendelssohn and pieces by Brahms, Roff, Liszt, Hayden, Moszkowski.

PUPIL'S RECITAL

Student's recitals are given at the close of each term, to which the public are invited.

Public concerts are given at stated times during the year.

History of Music—Knowledge of the beginning and development of music is necessary in a musical education.

This course is not extensive, but is designed to acquaint the student with the fundamental and most important facts of the art.

Filmore's Musical History is preferred.

STRINGED INSTRUMENTS

First Assistant J. D. Muldoon, director of the Shepherd College Orchestra, will give instruction on the violin, mandolin and guitar. He promises to make the course as extensive as may be desired.

Tuition, \$10.00 for 20 lessons.

Piano 2-half hour lessons a week —\$10.00 for 20 lessons.

Musical History—1 term of 20 lessons—1-2 hour lesson—\$4.00 a term.

DEPARTMENT OF EXPRESSION

In order to meet the demands of a public that is recognizing more fully day by day the great importance of thorough training in expression, elocution and oratory is now made a regular department.

Realizing that true expression is the manifestation of what the inner man thinks and feel, the aim of our work is to develop natural readers and speakers. Natural methods are employed. The student is led through his power of observation and imagination to bring before the mind's eye of the hearers the scenes described, and through his sympathy and experience to portray the human emotions. By such study the student's power of observation is increased and the world about him becomes a source of greater interest and pleasure—becomes a "world beautiful."

To portray emotion there must be a study of human nature. Thus the work, while teaching the reader to interpret literature and the orator to speak with power and inspiration, educates and develops the individual. There is no branch of school work that bears more directly on the general education and development of the character of the student than does the correct study of elocution and oratory. What the public reader and speaker is affects his reading and speaking, hence one means of increasing his power professionally is to make him a better, stronger and greater man.

Our work in this department is of great value to prospective teachers. They are given the key to teach reading in a way that awakens interest in the child's mind and thus they are enabled to teach this important branch successfully. The class work requiring expression of original thought, gives the teacher greater ease and fluency in the talks and explanations which the teaching of all branches makes necessary.

The class exercises include descriptions from observation, from imagination, from literature.

Dramatic Action—Pantomimes of every day activities. Pantomimes of emotions.

Impersonation—Recitation of selections from prose and poetry.

By such study the student is led to read and speak effectively and at the same time his mental powers grow so that he

becomes more observant, his imagination is cultivated, his emotional nature is developed and he gains a fuller understanding of human nature and a greater appreciation of literature.

Tuition, \$10.00 per term of 20 lessons.

CERTIFICATE OF COMPLETION

Students in this department, wishing for a certificate, must complete three years in the course in addition to having a good foundation in literature and rhetoric.

AWARD OF PRIZES

1908-9

The Mrs. J. G. Knutti prize of \$20 to the Literary Societies—Ciceronian \$15.00, Parthenian \$5.00.

The Shepherd College gold medal for the "Best all 'round student in the school"—Pearl McCaffrey.

The J. D. Muldoon gold medal for "Loyalty to duty"—B. A. Ware.

The Athletic Association's silver loving cup for the "Best all 'round athlete in the school"—D. R. Dodd.

The J. G. Knutti gold medal for the "Best drilled cadet"—H. M. Banks.

The Eleanor Blanche Barnes gold medal for "Progress in music"—Edith Gardner.

The Inter-society Mile Relay silver loving cup—Ciceronian Literary Society.

Silver Marksmanship—C. F. Lyne.

Gold Medal for winning Marathon Race—Adam Link.

The Dr. Hugh N. Leavell gold medal for "Excellency in Chemistry"—Brison E. Kimble.



ATHLETIC ASSOCIATION

Enrollment of Students for 1908-9

GRADUATE STUDENTS

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Donley, Edith V.	Shepherdstown	Jefferson
Licklider, Florence	Shepherdstown	"
*Marten, Lenora	Shepherdstown	"
Pendleton, Mary R.	Shepherdstown	"
Sprung, Edna W.	Shepherdstown	"
Bragonier, A. T.	Shepherdstown	"
Unsel, Charles J.	Shepherdstown	"

NORMAL COURSE

SENIORS

Gardiner, Anna H.	Martinsburg	Berkeley
*Marten, Alice	Shepherdstown	Jefferson
Myers, Agnes	Shepherdstown	"
Rightstine, Julia Louise	Shepherdstown	"
Stephens, Mary S.	Shepherdstown	"
Wirgman, Edith M.	Shepherdstown	"
Banks, Horace M.	Shepherdstown	"
Kimble, Brison E.	Hambleton	Tucker
Ware, Burwell A.	Charles Town R. F. D.	Jefferson
Woerner, F. O.	Moorefield	Hardy

ACADEMIC COURSE

Gardiner, Anna H.	Martinsburg	Berkeley
Snyder, William B.	Shepherdstown	Jefferson
Woerner, F. O.	Moorefield	Hardy

MUSIC

Hendricks, Mabel	Shepherdstown	Jefferson
Link, Mary Virginia	Shepherdstown	"

EXPRESSION

Lamar, Bessie Lee	Shepherdstown	Jefferson
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CLASS 1910

Byerly, Ruth Ellyson	Shepherdstown	Jefferson
Hause, Anna L.	Shepherdstown	"
McGaffrey, Edmonia P.	Berkeley Springs	Morgan

*Not a candidate for graduation.

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
McDonald, Evelyn	Shepherdstown	Jefferson
Miller, Anna Louise	Shepherdstown	"
Nelson, Merle	Dry Run	Pendleton
Reinhart, Agnes	Shepherdstown	Jefferson
Snyder, Rose E.	Shepherdstown	"
Wilt, Alfreda P.	Horton	Randolph
Billmyer, Carroll Davis	Shepherdstown	Jefferson
Crowell, Chas. W.	Shepherdstown	"
Derr, Ira M.	Shepherdstown	"
Dodd, David Rollin	Hedgesville	Berkeley
Dodd, Maurice Ropp	Hedgesville	"
Gardiner, Robert H.	Martinsburg	"
Ghiselin, Charles, Jr.	Shepherdstown	Jefferson
Hodges, Richard	Shepherdstown	"
Kremer, Franklin W.	Shepherdstown	"
Magruder, Evard L.	Kearneysville	"
Miller, Wilmer B.	Sharpsburg, Md.	Washington
Pendleton, Benjamin S.	Shepherdstown	Jefferson
Sperow, Wilson P.	Bedington	Berkeley
Stuckey, Harry J.	Hedgesville	"
Williams, Clyde M.	Shepherdstown	Jefferson

CLASS 1911

Banks, Elizabeth	Shepherdstown	Jefferson
Banks, Abbie Orr	Shepherdstown	"
Beltzhoover, Katherine	Shepherdstown	"
Donley, Mary	Shepherdstown	"
Folk, Marie Louise	Martinsburg, R. F. D.	Berkeley
Myers, Susie Lena	Shepherdstown	Jefferson
Sigler, Gertrude Louise	Shepherdstown	"
Snyder, Mary	Shenandoah Junction	"
Snyder, Rachel	Shepherdstown	"
Spedden, Nellie	Shepherdstown	"
Staley, Nellie	Shepherdstown	"
Stephens, Minnie	Shepherdstown	"
Strode, Texana	Shepherdstown	"
Wentling, Grace E.	Paw-Paw	Morgan
Wright, Frances	Shepherdstown	Jefferson
Avey, Guy R.	Hedgesville	Berkeley
Cunningham, W. J.	Alpena	Randolph
Fairall, John T.	Shepherdstown	Jefferson
Harr, Herbert M.	Buenna	Tucker
Harper, Charles N.	Riverton	Pendleton
Himes, Wm. D.	Shepherdstown	Jefferson
Kearfott, W. E.	Kearneysville	"

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Keplinger, Charles Robert	Shepherdstown	Jefferson
Knole, Daniel	Shepherdstown, (Md.)	Washington
Knott, Edgar	Shepherdstown	Jefferson
Lambert, Oscar D.	Red Creek	Tucker
Lyne, Franklin	Shepherdstown	Jefferson
McGarry, Edmund D.	Shenandoah Junction	"
Moler, Clyde C.	Bakerton	"
Otto, J. Lester	Sharpsburg, Md.	Washington
Poffenberger, H. C.	Sharpsburg, Md.	"
Prillerman, Wm. A.	Cucumber	McDowell
Roulette, R. E.	Sharpsburg, Md.	Washington

CLASS 1912

Boxwell, Lillian	Paw Paw	Morgan
Boyd, Beulah M.	Charles Town	Jefferson
Brown, Addie	Shepherdstown	"
Burns, Rosa	Charles Town	"
Coberly, Belva	Elkins	Randolph
Derr, Sophia	Shepherdstown	Jefferson
Gardner, Edith	Shepherdstown	"
Hovermale, Mabel	Berkeley Springs	Morgan
Jackson, Dorothy	Shepherdstown	Jefferson
Kiser, M. Ola	Franklin	Pendleton
Knole, Martha	Shepherdstown, (Md.)	Jefferson
Knott, Blanche	Shepherdstown	"
Koontz, Julia	Shepherdstown	"
Lickliders, Samana	Shepherdstown	"
Lickliders, Ruth	Shepherdstown	"
Link, Ruth	Shenandoah Junction	"
Maddex, Julia	Shepherdstown	"
McGarry, Edith	Shenandoah Junction	"
McQuilken, Florence	Shepherdstown	"
Myers, Lourana	Shepherdstown	"
Rowe, Goldie	Shepherdstown	"
Sperow, Dora V.	Bedington	Berkeley
Taylor, Ruth	Shepherdstown	Jefferson
Clapham, Roger	Martinsburg	Berkeley
Criswell, Stuart H.	Shepherdstown	Jefferson
Dolly, Don C.	Teterton	Pendleton
Fulk, Harry L.	Kearneysville	Jefferson
Hardin, Nestor C.	Nicklow	Barbour
Hinegardner, J. D.	Lost City	Hardy
Kearfott, John P. Jr.	Kearneysville	Jefferson
Kidwiler, E. W.	Shepherdstown	"
Koontz, Leonard B.	Shepherdstown	"
Lewis, Robt. H.	Charles Town	"

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Link, Adam B.	Shenandoah Junction	Jefferson
Smith, Malcom Leo	Shepherdstown	"
Snyder, Nelson Jr.	Shenandoah Junction	"
Vance, Walter	Onego	Pendleton
White, Harry	Shepherdstown	Jefferson
Williamson, Samuel G.	Martinsburg	Berkeley
Yates, Frank L.	Rippon	Jefferson

PREPARATORY STUDENTS

Alder, Lena May	Shepherdstown	Jefferson
Boyd, Caroline	Charles Town	"
Brown, Nettie	Shepherdstown	"
Daniels, Lucretia	Shenandoah Junction	"
Fairall, Bernice	Shepherdstown	"
Fertig, Ora M.	Headsville	Mineral
Folk, Sarah	Shepherdstown	Jefferson
Hendricks, Margaret	Shenandoah Junction	"
Knott, Esther M.	Shepherdstown	"
Knutti, Mary	Aipena	Randolph
Leavy, Ona A.	Bolivar	Jefferson
Marshall, Emma	Shepherdstown	"
McGarry, Ethel	Shenandoah Junction	"
McQuilken, Lucy	Shepherdstown	"
Miller, Nellie	Shepherdstown	"
Moler, Hilda	Bakerton	"
Stanley, Lillie	Shepherdstown	"
Triplett, Octavia	Shepherdstown	"
Trussell, Mary	Shenandoah Junction	"
Wilt, Blanche	Rippon	"
Yates, Edna	Rippon	"
Athey, Edgar	Shepherdstown	"
Athey, Clarence	Shepherdstown	"
Auvil, G. C.	Valley Furnace	Barbour
Childs, David	Summit Point	Jefferson
Davis, Burroughs	Keyser	Mineral
Hendricks, Garland W.	Shenandoah Junction	Jefferson
Lohm, G. Louis	Wheeling	Ohio
Morrow, E. W.	Shepherdstown	Jefferson
Perks, John W.	Shepherdstown	"
Reinhart, John A.	Shepherdstown	"
Shirley, Ray S.	Shenandoah Junction	"
Shirley, John T.	Shenandoah Junction	"
Snyder, Ferd	Shenandoah Junction	"
Spedden, Julian	Shepherdstown	"
Stanley, Willie	Shepherdstown	"
Staley, Hammond	Shepherdstown	"



TEACHERS' REVIEW CLASS

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Staley, Roy	Shepherdstown	Jefferson
Wirgman, Stewart L.	Shepherdstown	"

TEACHERS REVIEW CLASS

Gilmore, Nana	Elkins	Randolph
Grove, Nellie	Shepherdstown	Jefferson
Haines, Nora	Hoy	Hampshire
Huber, Mary A.	Helvetia	Randolph
Johnson, Bertha	High View	Hampshire
Kesecker, Ida	Cherry Run	Morgan
King, Alice E.	Berkeley Springs	Morgan
Marshall, Lillian	Lost City	Hardy
Marshall, Ella	Shepherdstown	Jefferson
McDowell, Florence B.	Hedgesville	Berkeley
Mouse, Ocie L.	Elkins	Randolph
Murphey, Missouri	Parsons	Tucker
Powell, Bertie	Martinsburg	Berkeley
Shafer, Ethel	Parsons	Tucker
Shafer, Maudie D.	Parsons	Tucker
Shipper, Ada Liola	Hedgesville	Berkeley
Shrader, Donna	Parsons	Tucker
Shrader, Josie	Parsons	Tucker
Williamson, Mary	Martinsburg	Berkeley
Barrett, P. R.	Martinsburg	Berkeley
Bennett, Jas. F.	Belington	Barbour
Crigler, Guy	Franklin	Pendleton
Funkhouser, W. M.	Baker	Hardy
Gilmore, Cyrus P.	Elkins	Randolph
Haines, Montie	Hoy	Hampshire
Herbert, Austin	Williamsport, (Md.)	Washington
Hiatt, Harry	Hanging Rock	Hampshire
Holsberry, Tracy H.	Belington	Barbour
Keller, Arthur	Delray	Hampshire
Kelsoe, A. L.	High View	Hampshire
Lambert, Herman	Red Creek	Tucker
Larrick, Roy A.	High View	Hampshire
Larrick, Jas. Walter	High View	Hampshire
Lewis, G. E.	Darkesville	Berkeley
Loy, S. B.	Ruckman	Hampshire
Miller, Eugenius C.	Nicklow	Barbour
Miller, Wm. G.	Nicklow	Barbour
Mish, Arnold	Inwood	Berkeley
Orndorf, W. C.	Wardensville	Hardy
Poland, A. Bon	Kirby	Hampshire
Propst, Elmer E.	Brandywine	Pendleton
Rexroad, Kenny T.	Fort Seybert	Pendleton

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Rexroad, Jas. T.	Sugar Grove	Pendleton
Sherrard, P. E.	Gerrardstown	Berkeley
Weber, Oscar B.	Berkeley Springs	Morgan
Wolfe, E. R.	Colebank	Preston

SUMMER SCHOOL 1909

Banks, Elizabeth Tanner	Shepherdstown	Jefferson
Boyd, Beulah M.	Charles Town	"
Byerly, Ruth E.	Shepherdstown	"
Clary, Bessie T.	Hedgesville	Berkeley
Comer, Ola	Shenandoah Junction	Jefferson
Dommer, Marion	Albert	Tucker
Fraleigh, Frances	Shepherdstown	Jefferson
Gardner, Edith	Shepherdstown	"
Gilmore, Nana	Elkins	Randolph
Godlove, Anna	Petersburg	Grant
Gordon, Ada	Keyser	Mineral
Hammersla, Rose L.	Hedgesville	Berkeley
Henkel, Anna	Bolivar	Jefferson
Henshaw, Edith M.	Summit Point	"
Horn, Estelle	Shenandoah Junction	"
Kesecker, Ida	Cherry Run	Morgan
Kiser, Mary Ola	Franklin	Pendleton
Lancaster, Millie	Shepherdstown	Jefferson
Maddex, Florence	Shepherdstown	"
Mohler, Alvernon	Inwood	Berkeley
Moler, Irene	Shenandoah Junction	Jefferson
Murphey, Missouri	Parsons	Tucker
Shafer, Ethel	Auvin	"
Shafer, Maudie	Parsons	"
Shafer, Mertie	Auvin	"
Shrader, Donna	Parsons	"
Shrader, Josie	Parsons	"
Snyder, Mary	Shenandoah Junction	Jefferson
Stump, Agnes M.	Charlestown	"
Swisher, Grace	South Branch	Hampshire
Swisher, Hallie B.	South Branch	"
Trask, Sadie C.	Reeses Mill	Mineral
Triplett, Vanessa	Shepherdstown	Jefferson
Watson, Eva B.	Summit Point	"
Whittington, May	Summit Point	"
Wright, Frances M.	Shepherdstown	"
Banks, Horace McMurran	Shepherdstown	"
Barrett, Philip R.	Martinsburg	Berkeley
Billmyer, Carroll D.	Shepherdstown	Jefferson
Crowell, Charles W.	Shepherdstown	"

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Ghiselin, Charles Jr.	Shepherdstown	Jefferson
Hesse, Clarence G.	Maysville	Grant
Lewis, Glenn E.	Darkesville	Berkeley
Mish, Arnold	Inwood	Berkeley
Pendleton, B. Strauther,	Shepherdstown	Jefferson
Wolfe, Emmitt R.	Colebank	Preston

UNCLASSIFIED STUDENTS

Markell, Sallie M.	Shepherdstown	Jefferson
Custer, A. Boyd	Perkeley Springs	Morgan
Kessel, Elmer A.	Kessels	Hardy
McCauley, Jno. A.	Paw Paw	Morgan
Wilmoth, Troy B.	Elkins	Randolph

MUSIC SCHOOL

PIANO—VOICE

Audrey Athey	Olive Athey	Ola Alder
Rosa Burns	Nettie Brown	Elizabeth Banks
Lucretia Daniels	Mary Donley	Edith Durrett
Eleanor Durrett.	Ethel Durrett	Eva Felker
Bruce Grubbs	Anna Gardiner	Edith Gardner
Mabel Hovermale	Mabel Hendricks	Ola Kiser
Bessie Licklider	Laura Licklider	Ruth Licklider
Helen Link	Mary Link	Lillian Marshall
Louraine Myers	Lena Myers	Ethel McGarry
Edna Sprung	Dora Sperow	Mary Triplett
Nannie Williams	Katherine Williams	Grace Wentling
Blanche Wilt	Luther Snider	S. D. Loy

SCHUBERT CLUB

Nettie Brown	Elizabeth Banks	Rosa Burns
Lucretia Daniels	Mabel Hendricks	Mabel Hovermale
Bruce Grubbs	Anna Gardiner	Edith Gardner
Ola Kiser	Bessie Licklider	Helen Link
Mary Link	Lena Myers	Loraine Myers
Dora Sperow	Edna Sprung	Ethel McGarry
Nellie Spedden	Edith Moffet	Evelyn McDonald

GIRL'S CHORUS

Elizabeth Banks	Dora Sperow	Anna Gardiner
Mary Pendleton	Bernice Fairall	Ethel McGarry
Blanche Wilt	Evelyn McDonald	Ruth Licklider
	Mabel Hovermale	

SCHOOL OF EXPRESSION

Barnes, Blanche	Donley, Mary	Durrett, Edith
Durrett, Ethel	Durrett, Eleanor	Gardiner, Anna
Gardner, Edith	Hause, Anna	Kiser, Ola
LaMar, Bessie	McCaffrey, Pearl	McDonald, Evelyn
Marshall, Ella	Marshall, Emma	Marshall, Lillian
Reinhart, Agnes	Staley, Nellie	Snyder, Mary
Snyder, Rose	Wirgman, Edith	Barrett, Phillip
Bennett, James F.	Bragonier, A. T.	Crowell, C. W.
Dodd, M. R.	Gates, Cecil R.	Hardin, N. C.
Kelsoe, A. L.	Kimble, Brison	Lambert, O. D.
Magruder, E. L.	Miller, W. B.	Prillerman, W. A.
Sherrard, Paul	Sperrow, W. P.	Ware, B. A.
Woerner, F. O.	Wolf, E. R.	

FENCING PUPILS

Gardiner, R. H.	Hardin, N. C.	Bragonier, A. T.
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MODEL SCHOOL ENROLLMENT LIST

Brown, Gertrude	Shepherdstown	Jefferson
Brown, Ruth	Shepherdstown	"
Durrett, Edith	Shepherdstown	"
Durrett, Eleanor	Shepherdstown	"
Durrett, Ethel	Shepherdstown	"
Muldoon, Gertrude	Shepherdstown	"
Meyers, Ruth	Shepherdstown	"
Billmyer, James	Shepherdstown	"
Crowell, Luther	Shepherdstown	"
Knutti, Ralph	Shepherdstown	"



CICEROONIAN LITERARY SOCIETY

Summary of Enrollment, 1908-9

	<i>Ladies</i>	<i>Gentlemen</i>	<i>Total</i>
Normal and Academic Departments - (exclusive of summer school students)	100	107	207
Music School - - - - -	39	1	40
Elocution - - - - -	20	18	38
Orchestra - - - - -	2	8	10
Model School - - - - -	7	3	10
Summer School Pupils - - - - -	36	10	46
Military Department - - - - -		39	39
	<hr/>	<hr/>	<hr/>
Totals - - - - -	204	186	390
Counted more than once - -	53	70	123
	<hr/>	<hr/>	<hr/>
Total number of different students -	151	116	267
Exclusive of Summer School pupils -	168	176	344
Largest previous enrollment - - - -	238(1908)		

Counties represented:

Barbour
 Berkeley
 Grant
 Hampshire
 Hardy
 Jefferson
 Mineral
 Morgan
 McDowell
 Ohio
 Pendleton
 Preston
 Randolph
 Tucker
 Washington (Md.)

Alumni Record

OFFICERS OF ALUMNI ASSOCIATION, 1908-1909

President—Mrs. Mollie W. Folk, Class of '90.

Vice-President—S. J. Hodges, Class of '93.

Recording Secretary—Miss E. M. Turner, Class of '95.

Corresponding Secretary—Mary R. Pendleton, Class of '05.

Treasurer—E. Rush Turner, Class of '75.

Executive and Finance Committee

Dr. S. T. Knott, Class of '76.

C. J. Miller, Class of '74.

Elizabeth P. Butler, Class of '02.

Dr. G. W. Banks, Class of '78.

Ella M. Turner, Class of '95.

1874

Ida M. Billmyer, Mrs. Frank Hill, Martinsburg, W. Va.

Belle Byers, M. E. L., Mrs. James W. Bane, Charles Town, W. Va.

Ida V. Chapline, Mrs. James H. Rogers, Purgittsville, W. Va.

Rosa Lee Cockrell, teacher, Keller, W. Va.

Annie E. Fawcett, M. E. L., Mrs. Adam Colbert. Died January 26, 1900

Mary F. Fulk. Died August 19, 1892

Ida B. Kearney, Washington, D. C.

Ella M. Kelsey, teacher, Shepherdstown Graded School

Sue V. Koontz, Mrs. R. C. Hess, Died January 22, 1906

Annie D. Licklider, Shepherdstown, W. Va.

Eleanor S. Powell, Mrs. H. W. Potts, Shepherdstown, W. Va.

Rose Snyder, M. E. L., Mrs. H. M. Turner, Shepherdstown, W. Va.

Wm. Price Craighill, M. E. L. Died November 16, 1881.

James M. Engle, clerk in Treasury Department, Washington, D. C.

Charles M. Folk. Died October 23, 1898

William J. Henkle, farmer, Brunswick, Md.

Andrew J. Lemaster, M. E. L., physician, Bedington, W. Va.

Charles J. Miller, M. E. L., Shepherdstown, W. Va.

Clinton M. Miller. Died October 5, 1890

Augustine C. Morgan, farmer, Shepherdstown, W. Va.

Janes W. Wylie. Died March 27, 1901

1875

Rose A. Byers, Baltimore, Md.
Ella S. Byers, M. E. L., Mrs. W. E. Phelps, Baltimore, Md.
Ida M. Fleming, M. E. L., Mrs. Eugene Gerstell, Mineral county, W. Va.
Kate S. Groff, Mrs. Henry Busey, Gerrardstown, W. Va.
Ada M. Harp, M. E. L., Mrs. C. D. Keplinger, Shepherdstown, W. Va.
Annie S. Harrison, Mrs. C. S. Hunter, Hagerstown, Md.
Emma K. Hawkins, Mrs. S. O. Kaminer, Lexington, S. C.
Ida M. Hill, Mrs. Ida H. Neil, teacher, Shepherdstown Graded School.
Julia A. Hoffman, Mrs. Fillmore Reynolds, Hagerstown, Md.
Laura M. Lee, Mrs. W. M. Simpson. Died September 18, 1895.
Ida P. Lemen, Mrs. H. L. Couchman, Berkeley county, W. Va.
Florence McAnly, Mrs. Theodore Rogers, Shepherdstown, W. Va.
Brownie Morrison, Mrs. J. H. Neff, Harrisonburg, Va.
Anna B. Osbourn, Mrs. Morris Hendricks, Shepherdstown, W. Va.
Kate L. Rentch, Mrs. C. D. Wysong, Shepherdstown, W. Va.
Fannie Shepherd, Mrs. Hugh P. Allen, Pittsburg, Pa.
Ida M. Smurr, M. E. L., Mrs. Dennis Kilmer, Martinsburg, W. Va.
J. E. S. Baker. Died January 23, 1889.
James W. Coffinbarger, farmer, Shepherdstown, W. Va.
Harry B. Highbarger. Died March 19, 1881.
John S. Hollis, manager White Sewing Machine Co., Chicago, Ill.
John O. Knott, M. E. L., minister, Covington, W. Va.
George M. Knott, M. E. L. Mgr. Knott Bros. Stone Work, Moler's, W. Va.
William E. Osbourn, farmer, Shepherdstown, W. Va.
Thos. L. Rickard, merchant, Hagerstown, Md.
Charles T. Smootz, accountant, Shepherdstown, W. Va.
Harry M. Turner, M. E. L., Immigration Service, Yarmouth, N. S.
E. Rush Turner, Cashier, Farmer's Bank Shepherdstown, W. Va.

1876

Sallie G. Entler, Kearneysville, W. Va.
A. Rose Johnson, teacher, Philadelphia, Pa.
Emma K. Keesecker, M. E. L., Mrs. W. C. Link, Shepherdstown, W. Va.
Bettie M. Morgan. Died Dec. 6, 1890.
Laura Powell, Mrs. William Roberts, Williamsburg, Va.
Lillie A. Reinhart, Mrs. Samuel T. Knott, Moler's, W. Va.
Julia M. Rentch, M. E. L. Died July 21, 1907.
Hattie H. Saunders. Died May 23, 1878.
S. Louise Saunders, Mrs. W. P. Manning, Washington, D. C.
Octavia E. Triplett, Mrs. J. Boxwell, Paw Paw, W. Va.
Mary L. West, Mrs. Charles L. Pape, Howardsville, Md.
Hugh P. Allen, civil engineer, Pittsburg, Pa.
George F. Engle, M. E. L., traveling salesman, Baltimore, Md.
Edward L. Folk, M. E. L., minister, Middlebrook, Va.
George W. D. Folk, farmer, Berkeley county, W. Va.
H. C. Getzendanner, M. E. L., telephone manager, Charles Town, W. Va.

A. Frank Hess, M. E. L., Relief Ass'n. S. P. R. R., San Francisco, Cal.
 Samnel T. Knott, M. E. L., physician, Moler's, W. Va.
 G. Port Morrison, physician, Martinsburg, W. Va.
 Horace C. Osbourn. Dead.
 Elyett B. Pittsnogle, Died July 6, 1904.
 James N. Ransom, dentist, Charles Town, W. Va.
 Melvin L. Ronemous, clerk, New Port News, Va.
 James T. Ryan, carpenter, Kansas City, Mo.
 J. Allen Staley, Westinghouse Electric Co., Pittsburg, Pa.
 Randolph J. Strider. Died June 4, 1890.
 Joseph Walper, farmer, Shepherdstown, W. Va.

1877

Ella R. Cameron, M. E. L., Mrs. R. M. Billmyer, Shepherdstown, W. Va.
 Ella D. Hout, M. E. L., Shepherdstown, W. Va.
 Anna J. Morgan, M. E. L., Mrs. H. C. Getzendanner, Charles Town, W. Va.
 Dora A. Snyder, M. E. L., Mrs. Lawrence Hout, Warrenton, Va.
 Lily V. Stonebraker, M. E. L., Mrs. Lily V. Ockershausen, New York.
 Jennie B. Vandiver, M. E. L., Mrs. W. F. Wirgman, Romney, W. Va.
 William T. Highbarger, M. E. L., physician, Maysville, W. Va.
 Charles F. Poland. Died March 18, 1900.

1878

Mary E. Allen, Mrs. William E. Barr, Sanger, Cal.
 Florence Humrickhouse, M. E. L., Mrs. Wm. Graham. Died July 19, 1885.
 Marian Lakin, Mrs. Daniel Hendrickson, Grant County, W. Va.
 Alice H. Smootz, M. E. L., Shepherdstown, W. Va.
 George W. Banks, physician, Shepherdstown, W. Va.
 C. W. Crow, conductor N. & W. Railway, Hagerstown, Md.
 Jacob F. Engle, M. E. L. Died July 31, 1904.
 Jesse A. Engle, principal of schools, Harper's Ferry, W. Va.
 Robert N. Harp, M. E. L. Died June 9, 1883.
 Robert M. Huyett, farmer, Miami, Mo.
 R. S. Hubbard, M. E. L., Philadelphia, Pa.

1879

Bettie M. Clapham, teacher, Grafton, W. Va.
 Lily Fleming, Shepherdstown, W. Va.
 Rose Fleming, Mrs. George Coffinbarger. Died March 2, 1885.
 Ida M. Osbourn, Mrs. S. M. Huyett, Leetown, W. Va.
 Amelia P. Pittsnogle, Mrs. John Miller, Berkeley county, W. Va.
 Emma W. Reynolds, Mrs. Thomas J. Clapham, Berkeley county, W. Va.
 Joseph H. Bowers, M. E. L., merchant, Oroville, Cal.
 Charles R. Fawcett, M. E. L., Died May 22, 1902.
 George J. Hill, minister, Delmar, Del.
 H. Lee Hout, M. E. L., minister, Piedmont, W. Va.
 William J. Knott, M. E. L., farmer, Shepherdstown, W. Va.



PARTHENIAN LITERARY SOCIETY

William Jennings Logie, M. E. L. Died August 7, 1881.
Edward R. Lucas. Died December 31, 1901.
James S. Michael, dealer in seeds, Sioux City, Iowa
J. Davis Rentch, M. E. L. Died March 26, 1887
Charles H. Reinhart, traveling salesman, Parsons, Kan.
F. L. Weltzheimer, secretary P. B. A., Shepherdstown, W. Va.
Gustave B. Wiltshire, traveling salesman, Martinsburg, W. Va.

1880

Virginia L. Brooks, Mrs. Bricker, Darkesville, W. Va.
Minnie R. Chrisman, teacher, Grenada county, Miss.
Mary E. Entler, Mrs. Wm. Folk, Kearneysville, W. Va.
Nannie M. Fleming, Mrs. J. B. Fleming, Williamsport, Md.
Ida E. Folk, Mrs. A. A. P. Neel, Jr. Burlington, W. Va.
Lulu M. Huyett, Mrs. Amos A. Wheeler, Miami, Mo.
Laura May Murphey, Mrs. R. C. Richardson. Died November 4, 1887.
Sallie B. Lemen, Mrs. H. L. Hout, Piedmont, W. Va.
Charles C. Custer, merchant, Martinsburg, W. Va.
John P. Engle, conductor, B. & O. R. R., Baltimore, Md.
Daniel H. Folk. Died June 2, 1904.
George H. Ramsburg, Leetown, Jefferson county, W. Va.
Benjamin F. Trostle, McKeesport, Pa.
J. Frank Turner, M. E. L., banker, Charles Town, W. Va.

1881

George Lee Johnson, Mrs. Jos. L. Walper, Shepherdstown, W. Va.
Robert M. Billmyer. Died July 23, 1891.
John P. Engle. Died January 9, 1888.
Wm. L. Koontz, commission merchant, Washington, D. C.
Thomas F. Lemen, Martinsburg, W. Va.

1882

Lillian Lee Chapline, Mrs. Wm. A. Conklyn, Prosperity, Pa.
S. C. Virginia Folk. Died October 7, 1888.
Sydney A. Groves, Mrs. Neal, Roanoke, Va.
Mary C. Hill, Mrs. Harry Ganz, Chicago, Ill.
Anna H. Hunter. Died December 24, 1896.
Helen B. Pendleton, teacher, San Francisco, Cal.
N. M. Hendricks, physician, Dayton, Ohio.
Julian L. Latimer, Commander, U. S. Navy.
Wm. H. Wolf. Died June 14, 1906.

1883

Alice P. Pendleton. Died June 26, 1898.

1884

Hattie V. Bennett, Mrs. J. C. Hann, Lancaster, Pa.
Lizzie A. Boswell, Mrs. J. W. Watts, Waynesboro, Va.

Ada V. Brotherton, Mrs. M. L. Eichelberger, Washington, D. C.
 Margaret L. Graves, Mrs. J. A. Staley, Pittsburg, Pa.
 Sallie C. Hollida, Mrs. J. P. Porterfield, Berkeley county, W. Va.
 Mathew E. Mason, engineer, Tuskegee, Ala.
 Edward H. Spolin, teacher, Frederick, Md.
 H. L. Wintermoyer, merchant, Shepherdstown, W. Va.
 Enoch H. Vickers, Professor of Economics, University of Tokio, Japan.

1885

Kate Eicheberger, Mrs. D. W. Schultz, Hagerstown, Md.
 Nannie B. Herr, Mrs. W. H. Kearfott, Kearneysville, W. Va.
 Julia Mason, Mrs. George Ed. Smith, Frederick, Md.
 Sullie H. Miller, Mrs. J. A. Marstella. Died May 9, 1908
 Ella B. Rickard, Mrs. D. Frank Miller, York, Pa.
 Verina Stonebraker, Mrs. Frank Rohde, New York, N. Y.
 Sallie Wysong. Died July 4, 1909
 E. C. Armstrong, Assoc. Prof. Romance Languages, Johns Hopkins
 Charles S. Billmyer, farmer, Shepherdstown, W. Va.
 Harry Hollida, farmer, Snyder's Mills, W. Va.
 James N. Randall, Sec'y. Savings & Loan Ass'n., Philadelphia, Pa.
 Brock Reinhart. Died April 19, 1898

1886

Nellie R. Bennett, Mrs. S. P. Humrickhouse, Shepherdstown, W. Va.
 Jacob F. Folk. Died December 1, 1899
 James K. Hendricks, county surveyor, Jefferson county, W. Va.

1887

Susie C. Ferrell. Died January 21, 1892.
 Lucy H. Schoppert, Shepherdstown, W. Va.
 Etta S. Porter, Mrs. C. C. Frazier, Shepherdstown, W. Va.
 Jeannie Wysong, Mrs. E. T. Lea, Trenton, N. J.
 W. S. Hammond, minister, Middletown, Va.
 F. M. Logie, Charles Town, W. Va.

1888

Mary M. Myers, Mrs. T. H. Rife, Fair Dealing, Mo.
 Charles R. Jones, manager Berryville Milling Co., Berryville, Va.
 Joseph B. Reinhart, manager Atlantic Tea Co., Brooklyn, N. Y.

1889

Harry M. Allen, Richmond, Va.
 F. Melvin Davis, farmer, Washington county, Md.
 Frank McDaniel, minister, Orange, N. J.
 Alvey Reinhart, traveling salesman, Thayer, Kansas

1890

Ella R. Kanode, Mrs. Ed. L. Beachley, Manassas, Va.
 Mollie Wintermoyer, Mrs. Mollie Folk, Shepherdstown, W. Va.
 Hugh N. Leavell, physician, and Prof. Louisville Med. Col., Louisville, Ky.

1891

Annie B. Lewis, Mrs. G. Edward Clipp, Kabletown, W. Va.
Martin L. Fearnow, teacher, Reliance, Va.
Walter R. Hill, minister.
Carlton H. Licklider, U. S. Mail service, Baltimore, Md

1892

Bessie A. Albin, Rippon, W. Va.
Mary E. Babb, Falls, W. Va.
Emilie C. Smith, nurse, Philadelphia, Pa.
John Edwards, minister, Catonsville, Md.
James A. Engle. Died January 13, 1899
Harry K. Lewis, mgr. Heekin Coffee Co., Corinth, Miss.
George F. Welshans. Died September 6, 1895.

1893

Mary H. Hill, Mrs. J. L. Weaver, Martinsburg, W. Va.
Essie Lee Knott, Mrs. Samuel Knott, Pasadena, Cal.
Elizabeth S. Pendleton, Pittsburg, Pa.
Frank E. Beltzhoover. Died March 3 1894.
W. E. Byers, physician, Baltimore, Md.
John R. Davis, farmer, Washington county, Md.
Richard N. Edwards, minister, Doub's, Maryland.
S. J. Hodges, merchant, Shepherdstown, W. Va.
William R. Moler, merchant, Shepherdstown. W. Va.
E. Smith Munson, merchant, Hagerstown, Md.
Herbert A. Osbourn, U S. Navy Yard, Washington, D. C.
J. G. Rightstine, Shepherdstown, W. Va.

1894

M. May Hoffman, Mrs. C. D. Hutchinson, Omaha, Neb.
A. S. Lucas, clerk, Pittsburg, Pa.
S. E. Osbourn, teacher, Port Deposit, Md.
C. C. Bauserman, teacher, Shenandoah county, Va.
H. N. Pendleton, Pittsburg, Pa.
E. D. Turner, County Supt. of Schools, Jefferson County, W. Va.
P. G. Allen, lawyer, Max Bass, N. D.
J. A. Trostle, minister, Timber Ridge, Va.

1895

Mary A. Licklider, Shepherdstown, W. Va.
Nellie B. Marten, Mrs. Harvey H. Harmer, Clarksburg, W. Va.
Genevieve Rightstine, Mrs. T. Butler Jones, Shepherdstown, W. Va.
Katie Sowers, Mrs. C. H. Billmyer, Thorton, W. Va.
Ella M. Turner, instructor science Shepherd College.
R. K. Bragonier, physician, Keystone, W. Va.
H. H. Hartzell, Shepherdstown, W. Va.

1896

Florence Hoffman, Mrs. W. S. Myers, Charles Town, W. Va.
Addie Myers, Mrs. R. L. VanMetre, Berkeley county, W. Va.
Rhoda Needy, teacher, Shepherdstown, W. Va.
Elma Trussell, Mrs. E. D. Turner, Halltown, W. Va.
H. W. Baker, auditor's office, P. R. R., Philadelphia, Pa.
George M. Beltzhoover, Jr., lawyer, Charles Town, W. Va.
S. H. Dandridge Died January 8, 1897
W. M. Duke, instructor modern languages Shepherd College
David Lemen, grain dealer, Shepherdstown, W. Va.
G. B. Miller, journalist, Morgantown, W. Va.
E. M. Myers, physician, Bennett, Nebraska
B. H. Trussell, Armour Packing Co., Lynchburg, Va.

1897

Nellie Lane Butler, Mrs. C. P. Mitchel, Mexico
Nellie May Hendricks, Mrs. M. S. R. Moler, Keller, W. Va.
Bessie Butler Licklider, teacher, Shepherdstown Graded School
Anna Ruckman, teacher, Romney, W. Va.
Curtis Sylvester Feeser, Washington Navy Yard
W. Gregory Marten, stenographer, Chicago, Ill.
Allen Wilson Porterfield, instructor Columbia University, N. Y.
Ernest Corbin Tabler, civil engineer, Morgantown, W. Va.

1898

Katherine Shepherd Lucas, Mrs. Walter B. Stehl, Centerville, Md.
Jane Carriocot Strider, Mrs. W. A. Appleby, Washington, D. C.
W. Howard Myers, minister, Grafton, W. Va.
A. A. P. Neel, Jr., Minister, Burlington, W. Va.
Ira Clarence Thompson, farmer, Herndon, Va.

1899

Grace Amelia Byers, Mrs. Zahn, Washington, D. C.
Edith Viola Donley
Clara Belle Greenwood, Mrs. Harvey Edwards, South Boston, Va.
Mary Agnes Hess, Mrs. W. F. Rau, Clarksburg, W. Va.
Elba Clarentine Hoffman, Mrs. J. D. Muldoon, Shepherdstown, W. Va.
Mary Laura Hoffman, Mrs. John T. Edwards, South Boston, Va.
George Clayton Hill, stenographer, N. Y.
George T. Hodges, Zamboango, Phillipine Islands
Robert P. McGarry, teacher of elocution, Shepherd College
William Gilmore Neill, Passed Assistant Paymaster, U. S. Navy.

1900

Katherine Hammond Butler, Mrs. Bernard Gustafson, Boston, Mass.
Katherine Joyce Donley, teacher, Sistersville, W. Va.
Laura Lavinia Knode, Mrs. Charles J. Derr, Shenandoah Junction, W. Va.
Lalla Rose Maddex, teacher, Jefferson county, W. Va.



BASEBALL TEAM



GIRLS' BASKETBALL TEAM

Florence Sidney Miller. Died February 21, 1905.
Margaret Reynolds Welshans, Mrs. St. Clair Clayton, Baltimore, Md.
Ralph Winebrenner Border, Student Law School W. Va. University
Guy Holland McKee, merchant, Martinsburg, W. Va.
Charles Hugh Reinhart, Eagle Rock, Va.
Boyd Armstrong Reinhart, Life Insurance Co., Cumberland, Md.
Brown Ferdinand Sperow, Johnson City, Tenn.
Granville Hampden Triplett
George Peterkin Unseld, teacher, Downsville, Washington Co. Md.

1901

Clara Jessie Hoffman, teacher, Shepherdstown Graded School
Anna Katherine McKee, Kearneysville, W. Va.
John Luther Daniels, Fish Commission, Washington, D. C.
Robert Newton Duke, salesman, Philadelphia, Pa.
Joseph Howard Hodges, Harpers Ferry, W. Va.
Dwight Eggleston McQuilken, Roanoke, Va.
Herbert Clifton Miller, Kearneysville, W. Va.

1902

Lutie May Alstaldt. Died January 24, 1905
Lucie Adele Beltzhoover, teacher, New Martinsville, W. Va.
Elizabeth Price Butler, Shepherdstown, W. Va.
Maude Meredith Cross, Shepherdstown, W. Va.
Marie Louise Hodges, Mrs. D. B. Lucas, Jr. Shepherdstown, W. Va.
May Lillian Knott, Moler's, W. Va.
Almira Marten, Shepherdstown, W. Va.
Hugh Cooper Barnes, Eng. Dept. W. Va. University, Office Work
Eugene Hildt Barnhart, civil engineer P. R. R., Pittsburg, Pa.
William Henry Sperow, dentist, Martinsburg, W. Va.

1903

Hattie Cease Barnhart, Shepherdstown, W. Va.
Florence Eggleston Licklider, Shepherdstown W. Va.
Ernest Heald Bitner, physician, Martinsburg W. Va.
Joseph W. Gain, student, Washington, D. C.
Henry Wood Thrasher, teacher, R. M. A. Front Royal, Va.

1904

Ada May Knode, teacher, Jefferson county, W. Va.
Louise Anna Snyder, Shepherdstown, W. Va.
Ethel Walter, teacher, Kabletown, W. Va.
David Hamme Hill, civil engineer, New York City
John Earnest Hill, stenographer, New York City.
John William Link, student, Mt. Airy Theological Seminary, Phila., Pa.
Jacob Hugh Miller, Ry. Postal clerk, B. & O. R. R.

Philip Randolph Moler, teacher, Rippon, W. Va.
Mathias Kyne Rightstine, journalist, Washington, D. C.
Joseph Irwin Triplett, law student Washington and Lee University

1905

Alice Virginia Billmyer, primary teacher, Shepherdstown Graded School
Mary Rickard Pendleton, Shepherdstown, W. Va.
Virginia Muzzey Schley, teacher, Morgantown, W. Va.
Samuel Henry Barnhart, in N. & W. machine shops, Roanoke, Va.
George Billmyer Folk, Principal Kingwood Schools.
John Lester Miller, in N. & W. R. R. offices, Roanoke, Va.
Cleon Scott Osbourn, student, Washington & Lee University
Boyd Randall, student, West Virginia University
George Wesley Whiting, student
F. W. Myers, As'st. Cashier Farmers' Bank, Shepherdstown, W. Va.

1906

Alice M. Banks, teacher, Shepherdstown Graded School
Agnes Cady, student West Virginia University, Morgantown
Jessie H. Cooke, Circleville, W. Va., teacher
William Guy Donley, student, West Virginia University
John D. May, Assistant Principal Paw Paw schools
Allen Luther Poffenbarger, teacher, Maryland schools

1907

Eliza E. Johnson, Principal School Evenwood, W. Va.
Helen E. Link, teacher, Uvilla, W. Va.
Lenora Marten, teacher, Wilsonburg, W. Va.
Edna W. Sprung
Louise B. Welshans, teacher, Wellsburg, W. Va.
J. E. Barnhart, clerk, Shepherdstown, W. Va.
J. L. Dunkle, Law student, W. Va. University.

1908

Elizabeth Cady, Principal School, Gerrardstown, W. Va.
Frances Hodges, assistant teacher, Bolivar, W. Va.
Anna Ruth Miller, teacher, city schools, Martinsburg, W. Va.
Arthur Taylor Bragonier, student, Shepherd College.
Charles J. Unseld, student, Shepherd College.

Total Enrollment and Number of Graduates of Shepherd College

<i>Year</i>	<i>Number Enrolled</i>	<i>Number of Diplomas Issued</i>	<i>Number of Different Graduates</i>
1874.....	145	21	21
1875.....	160	28	28
1876.....	136	27	27
1877.....	102	8	8
1878.....	94	11	11
1879.....	93	18	18
1880.....	55	14	14
1881.....	71	5	5
1882.....	58	9	9
1883.....	62	1	1
1884.....	59	9	9
1885.....	65	12	12
1886.....	65	3	3
1887.....	69	5	6
1888.....	64	3	3
1889.....	71	4	4
1890.....	69	3	3
1891.....	87	4	4
1892.....	90	7	7
1893.....	99	12	12
1894.....	91	8	8
1895.....	103	7	7
1896.....	103	16	12
1897.....	100	15	8
1898.....	88	8	5
1899.....	105	13	10
1900.....	116	20	13
1901.....	127	7	7
1902.....	151	12	10
1903.....	143	7	5
1904.....	153	12	11
1905.....	175	10	10
1906.....	158	7	6
1907.....	200	11	9
1908.....	238	5	5
1909.....	267	21	20
Totals.....	3,832	384	351

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